

Corson: Draft, Budget, Housing, Dining . . .

A variety of University problems ranging from ROTC to the budget were discussed by President Dale R. Corson during an interview broadcast last night by radio station WVBR.

Cornell Chronicle reprints below a transcript of the "Conversation with the President" interview which had been taped at an earlier date.

Q: Mr. Corson, what's your opinion on the draft lottery system?

A: If we're to have a draft, I think the lottery system is probably the fairest way to do it.

Q: Do you think we should have a draft?

A: That's a major problem. I've heard some discussion about having a volunteer military service, but I certainly don't know the ins and outs of that problem. I'm sure we are going to continue to have military service of some kind for an indefinite period and I suppose the draft is with us for some time to come, at least.

Q: Do you think that lottery numbers assigned to individual students will have any effect on their ability to get into graduate school?

A: It's hard to assess, of course, with any degree of reliability, what's going to happen. We can extrapolate from previous experience. The impact of the draft last year on students coming to graduate school, either here or other graduate schools, wasn't as large as anticipated. Engineering schools and law schools did have some trouble with students being drafted but even they were safer than they had anticipated. Now, with probably two-thirds of the students feeling safe, there probably won't be as much effect as in the past. Last year we lost perhaps no more than 50, certainly less than 100, graduate students to the draft. Nothing has been changed, as far as I know, about deferment policy for graduate schools. Yet, I think it's unfortunate that policy is left up to individual draft boards to a very large degree. But, overall, it appears to me that the draft will represent a smaller problem for graduate Students and graduate Schoolsthis year than last year. And next year when the draft will concentrate on 19-year-olds, graduate schools should be out of the problem.

Q: Do you think that graduate admissions-committees will give any notice to the number an applying student has? In other words, do you think they might discriminate on the basis of number?

A: I can't speak for graduate schools around the country, but I would certainly be surprised if they discriminated against applicants because of a high liability draft number.

SOPHOMORE RESIDENCE

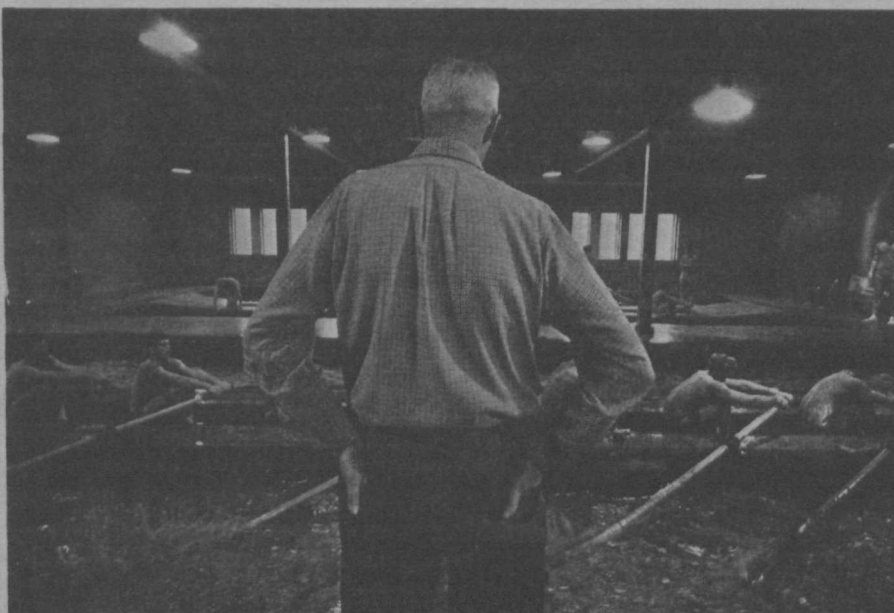
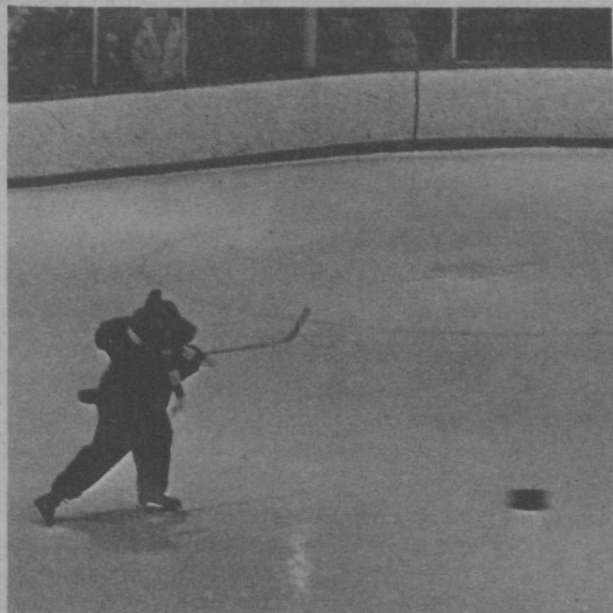
Q: Mr. Corson, what is the likelihood of the necessity of instituting the sophomore residence requirement?

A: No decision has been reached yet on this matter. Several groups are at work studying it. Dean Meyer (Elmer E. Meyer Jr.) has several groups of students at work and there is an administrative group under Provost (Robert A.) Plane which has been meeting weekly to study the housing problem. It may very well end up in a sophomore residency requirement, but it is by no means certain at this time that it will end up that way.

Q: What are the factors prompting the consideration of the sophomore residence requirement?

A: The fundamental problem is the problem of unfilled dormitory rooms. We went into a program of providing additional university housing a few years ago as a high priority measure. We built the new North Dormitory Complex at high cost and now we are faced with the possibility of having empty and unpaid for dormitories. Perhaps after we've had some experience with the dormitories, we can fill the rooms without any problem. It is a problem which we all have. *Continued on Page 9*

If Winter Comes, Can Spring Be Far Behind?



A BEAR AND THE STORK — While the Big Red Bear (left) takes to the ice of Lynah Rink between periods of Cornell hockey games to show his skill with a bear-sized puck, Cornell crew coach R. Harrison (Stork) Sanford (right) drills his oarsmen in the Teagle Hall training tank. The bear may like the ice, but Coach Sanford looks forward to an ice-free Cayuga Lake and the 1970 intercollegiate racing season.



CORNELL CHRONICLE

The official weekly of record for Cornell University

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Thursday, December 11, 1969

Take The First Step

Cornell Chronicle today offers you, its reader, the first step in a rare opportunity: an opportunity to literally see your recommendations come to fruition, in print.

On page 2 is a readership survey. This survey is the first step in a larger evaluation of Chronicle readership and goals in an effort to continually improve Chronicle and its effectiveness as a medium of communication at Cornell. What is determined in the survey and subsequent evaluation will find its way into the pages of Chronicle, in format and in content.

Chronicle is a common paper aimed at all segments at Cornell. It is not restricted to faculty only, students only, staff only, or employees only. It seeks to inform all these groups and thereby achieve communication among them.

Take the first step. Help Chronicle find out who reads it. Fill out the survey form on page 2 and return it.

Holiday Schedule

Cornell University's bus service will be suspended during the Christmas holiday, Wednesday, Thursday and Friday, December 21 through 23. Also, there will be no bus service on January 1, New Year's Day.

Final Senate Proposal Goes to Full Assembly

A University Senate proposal resulting from debate on the greatest areas of controversy in previous proposals presented to the Cornell University Constituent Assembly, will be presented at a marathon meeting starting at 2 p.m. Monday.

The document, which appears on Page 3 of today's Cornell Chronicle, was produced through nightly sessions of a special drafting committee. The group met in six sessions from December 1-9 in efforts to construct a proposal embodying ideological goals from the four major proposals previously presented to the Assembly. In a seventh session, a few of the committee members worked on the language for the final document.

A member of the special drafting committee, Donald F. Sola, associate professor of linguistics, has expressed dissatisfaction with the new Senate document and plans to

present a minority proposal as a substitute for the drafting committee's plan.

Monday's meeting will begin with a discussion session from 2 to 6 p.m. After a recess, the Assembly will reconvene at 7:30 p.m. for a final vote on the plan or plans presented to it. All amendments to any proposals presented will be made during the afternoon session.

The final University Senate document produced by the majority of the special drafting committee was completed at a Tuesday night meeting that ended at 4 a.m. Wednesday. Some final changes were added to the document Wednesday afternoon.

The committee, chaired by Paul Olum, professor of mathematics, consisted of delegates with a wide spectrum of opinions. Often their debates continued from the 7:30 p.m. meeting time until after midnight.

Ford Refuses to Grant Six-Year Fund Proposal

The Ford Foundation, financial supporter of Cornell's Six-Year Ph.D Program, has refused to allow the program to use Ford funds to accept one more freshman class, according to Alain Seznec, program director.

Some \$186,000 of Ford funds allotted for graduate fellowships in the program was not expected to be used. Seznec proposed plans to the Foundation last month which would have utilized the \$186,000 for other purposes

which he thought beneficial to the program.

One proposal would have added a fifth and final freshman class to the program. Another would have used the money to continue an expanded number of interdisciplinary seminars offered to the Six-Year Ph.D. students.

Under the original plan, the fourth freshman class, which was accepted this year, was to be the last in the ten-year experimental program, and the program's popular seminars were to diminish as more students progressed from their undergraduate to graduate studies at Cornell.

The Ford Foundation flatly rejected any of Seznec's plans to use up the leftover money from the Six-Year Ph. D. grant. Seznec said the Foundation representatives gave no specific reasons for their refusal, but he said, "I would feel, from what I know, that they feel that the program was a failure."

Seznec further explained that foundations "tend to have a very geometric sense" in calculating whether a program has accomplished the exact tasks it was supposed to. And in this case, Seznec said, the goal of the program was to produce some Six-Year Ph.D.'s. Judging from the first class in the program, the Class of 1969, which is now the *Continued on Page 7*

CHRONICLE READERSHIP SURVEY - 1

Please CIRCLE the Number Preceding the Most Appropriate Response

I)
The Cornell community is large, complex and often confusing! Therefore, please circle all CLASSIFICATIONS which describe you!

- 1 - Frosh or Soph Student
- 2 - Jr. or Sr. Student
- 3 - Grad Student (Law, Med, Vet) or BPA
- 4 - Univ. or College Faculty Member
- 5 - Executive, Administrative or Professional "Exempt" Employee
- 6 - Administrative, Secretarial, Clerical or similar "Non-Exempt" Employee
- 7 - Other Cornell Employee
- 8 - Cornell Alumnus or Alumna
- 9 - Other (specify) _____

II)
Our readers are everywhere.
WHERE ARE YOU LOCATED?

- 1 - Ithaca area
- 2 - Geneva or NYC
- 3 - Elsewhere (specify) _____

III)
The Chronicle reaches newcomers and old hands. For how many years have you been AFFILIATED with Cornell?

- 1 - Not affiliated
- 2 - 1 year or less
- 3 - 2-5 years
- 4 - 6-20 years
- 5 - Over 20 years

IV)
Are you a dept. chmn., pres. of a living unit, dorm counselor, off. mgr., foreman or in a similar SUPERVISORY POSITION?

- 1 - yes
- 2 - no

IF YES, as a result of your supervisory responsibilities, how often DO YOU REFER others to information appearing in the Chronicle?

- 1 - Seldom or never
- 2 - Occasionally
- 3 - Frequently

V)
We know that "At Cornell nearly everyone reads the Chronicle" BUT we would appreciate it if you would be more specific! Please indicate HOW OFTEN you usually read each of the following:

Almost Always Sometimes Very Seldom or Never

- | | | | |
|---|---|---|-------------------------------|
| 1 | 2 | 3 | Texts of Reports |
| 1 | 2 | 3 | Summaries of Reports |
| 1 | 2 | 3 | Univ. Policy Statements |
| 1 | 2 | 3 | Faculty Page |
| 1 | 2 | 3 | News about Personnel Matters |
| 1 | 2 | 3 | News Concerning Students |
| 1 | 2 | 3 | Miscellaneous News |
| 1 | 2 | 3 | Photo Features |
| 1 | 2 | 3 | Univ. Calendar Page |
| 1 | 2 | 3 | Featurettes (e.g. Sage Notes) |

VI)
What is your USUAL READING PATTERN of the Chronicle?

- 1 - I read all that I intend to on Thursday
- 2 - I read all that I intend to on the day I receive it, but that is usually not Thursday
- 3 - At the very least, I scan the contents on the day I receive it but read it more thoroughly later
- 4 - None of the above (specify) _____

VII)
What do you usually do with the Chronicle after reading it?

- 1 - Retain the entire Chronicle
- 2 - Clip and retain some items
- 3 - Give it to another person
- 4 - Throw it away
- 5 - Combination of above (specify) _____

Please detach and return to Editor, Cornell Chronicle, 110 Day Hall, Ithaca, N.Y. 14850 as follows:

Ithaca: send via campus mail or place in one of the collection boxes which are at most distribution points

Geneva: return to R.E. "Pat" Krauss

CUMC: return to Marvin Raeburn, Room C140

Subscribers and

Others: We would appreciate it if you would mail your response directly to the editor.

Chronicle Comment

Chronicle Comment is a forum of opinion for students, staff, and employees. Comment may be addressed to Arthur W. Brodeur, editor, Cornell Chronicle, 110 Day Hall, Ithaca, N.Y. 14850.

Editor's Note:

A copy of the following letter, termed an "open letter to President Corson," was sent to Cornell Chronicle.

Open letter to President Corson
Dear President Corson,

I am writing this letter to call attention to the fact that the Cornell University Administration has been guilty of harassment and intimidation against lawful dissent. I was cited on November 17, 1969 with regard to my actions during the NROTC demonstrations. As I pointed out to the judicial administrators, there was no evidence to suggest that I was guilty of any

violation of the Rules of Public Order. Nonetheless, I was brought before the University Hearing Board which ultimately concurred with my reasoning. As a result of these unsubstantiated charges, I had to devote considerable effort to prepare my defense and had to suffer a great deal of strain.

Aside from my unwarranted citation, the administration also acted illegally by arbitrarily designating restricted areas (i.e. roping off areas normally open to free access before a scheduled event) as a means of restricting lawful assembly and creating artificial violations. The administration also harassed and intimidated the demonstrators by hiring photographers and threatening arrest and expulsion before an actual violation took place. It is conjecture at this point as to whether or not the demonstrators were provoked to commit illegal action later on as a result of these repressive measures. In any case, the acts of the administration before the scheduled NROTC drill at 2:30 p.m. were illegal and constituted a violation of sections II and IV of the Rules of Public Order. As a result, I have filed charges with the Judicial Administrator requesting a thorough

examination of administrative actions.

In accordance with the illegal actions cited above and also as partial compensation for the time I have spent defending myself against non-substantive charges, I demand a public apology from the administration along with an assurance that such an event will not occur in the future. The administration must also clarify its policy regarding restricted areas and the hiring of photographers in the event of any demonstrations. I am concerned with what seems to be a new policy of "preventative restriction" with regard to legal demonstrations and its implications for the rights of all individuals.

Jack Fei, Arts '71

Dean's Tip: Insurance

Robert D. Miller, dean of the faculty, reminds the Cornell University community that personal property of students, faculty or administrators is not covered by University policies against losses by fire or theft. Persons who wish to insure personal property on campus, he said, should see their insurance agents.

Education Research Center Supports Education Innovation

The Center for Research in Education at Cornell University will provide \$40,000 from its 1968 Carnegie Corporation grant to support projects in educational innovation proposed and conducted by members of the Cornell academic community.

Alfred L. Baldwin, center director, announced today that the funds would be allocated by a four-member faculty Committee for Educational Experimentation and awarded to Cornell scholars in such fields as mathematics, language, physical and biological sciences and the humanities.

The Carnegie grant was the initial outside support received by the center which is now in its second year of full operation. The center is supported by a combination of University, private and federal funds. (Baldwin's report on the first year of center operation starts on Page 6 in this issue of Cornell Chronicle.)

The purpose of the program, Baldwin said, is to encourage scholars to work in depth on developing new educational programs.

Baldwin said the four members of the Committee for Educational Experimentation which has been established to review proposals and allocate funds are William T. Keeton, professor of

neurobiology and behavior; William W. Lambert, professor of sociology, psychology and anthropology; Walter R. Lynn, professor of environmental systems engineering; and Alain Seznec, associate professor of French and romance studies, who as associate dean of the College of Arts and Science is principally responsible for education innovation.

Baldwin, who will serve as a non-voting ex-officio member of the committee, said proposals for funds may be submitted through his office in Rand Hall. A detailed instruction sheet is being drafted, he said, and when ready, may be obtained at his office. The committee will meet the first week of each month to review proposals submitted before the first of the month.

Winter Parking

Cornell University's Board on Traffic Control said today that overnight parking is prohibited on highways, roads, drives and parking areas of the University between December 1 and April 1 to permit unhampered snow removal.

One exception, the Board noted, is that persons living in University housing to whom permits have been issued may use spaces assigned to them at all times.



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Drafting Committee Hammers Out Senate Proposal

Here is the proposal for a University Senate which will be presented to the full Constituent Assembly at its meeting Monday.

The Cornell University Community, desiring to govern itself in a manner reflecting the diversity of its membership, hereby creates the Cornell University Senate, and makes provisions for the representation of the Community on the University Board of Trustees.

The Senate is to be the principal legislative and policy making body of the University in matters which are of general concern to the University Community.

Article 1. Powers and Functions of the Senate

The University Senate shall:

1. Have general responsibility for non-academic matters of campus life and be the principal legislative body for such matters as stated in Article VII;

2. Have sole legislative powers over campus codes of conduct, the campus judiciary system (subject to trustee by-laws for dismissal of a faculty member), and the academic calendar;

3. By majority vote have the power to suspend new University Faculty legislation with which it takes issue unless and until a second affirmative vote of the Faculty on such legislation is obtained;

4. Have the right to require written and/or oral reports from all persons or committees having jurisdiction over more than one school or college on matters appropriate to the Senate;

5. Maintain close and continuing interest in educational quality and innovation at Cornell, and formulate appropriate recommendations on such matters. While not vested with legislative powers over academic matters, the University Senate shall be empowered to investigate academic policy and procedures and express considered community views thereon. The full Senate shall have the power formally to place items on the agendas of particular academic units or administrators at the level of deans, directors of centers, and/or educational policy committees in the various colleges. The Senate may also require responses about agenda items or other matters. These powers of the Senate may be exercised at the departmental level only with the consent of the department chairman. In no case shall an individual faculty member of student be accountable to the Senate for any aspect of his academic performance.

The University Senate shall be especially sensitive to the problems and possibilities associated with experimental educational projects, including the creation of new colleges, centers, or interdisciplinary programs at Cornell. The Senate shall be empowered to create an agency with limited but assured

funds for innovative courses and study projects. The Senate shall be responsible for obtaining the funds for this agency from the Board of Trustees, foundations or other sources, but the finances of this agency must be administered separately from the general budget of the University Senate. Degree credit for all experimental projects shall be determined by the educational policy committees of the respective colleges.

6. Make recommendations on matters it deems appropriate — including specific recommendations for changes in existing legislation—

a. To the Faculty to be placed automatically on the agenda of an early meeting of the University Faculty.

b. To the Administration and/or Trustees on items to which an explicit and expeditious response is required.

c. To the community at large.

7. Examine current policies on any activities of the University which have important social or political implications and recommend those changes it deems necessary. It shall make investigations, hold hearings and propose both specific actions and general policies on such matters to the University Administration, Faculty and the Board of Trustees. Such matters shall include, among others, military training; programs for minority groups and the disadvantaged; admissions policies; relations of the University to the local community; public safety; the Safety Division; and University field programs abroad. Further, the Senate shall, through one of its committees, examine and make recommendations on the University's investment policies. In no case shall any member of the University community be held accountable to the Senate for his personal views or actions with respect to any of these matters.

8. Establish such committees as appropriate to carrying out its powers and functions, make its own rules and have staff to serve the body as a whole as well as its committees.

9. Examine the short and long range plans of the University including the broad allocation of the University resources and make recommendations thereon;

10. Provide for the election of particular members of the Board of Trustees as stated in Article III. (Article III also specifies particular categories of trustees to serve on the Executive Committee of the Board.)

11. Elect, when a new President of the University is to be chosen, a fifteen member committee who shall designate a part of their number, including both Students and Faculty, to serve as members of the Presidential Search Committee of the Board of Trustees. The appointment of a President shall require the concurrence of a majority of the 15-member Senate Committee.

Article II. Senate Membership and Terms of Office

1. The Senate initially shall contain 131 voting members apportioned as follows:

a. 60 students to be divided proportionally between graduates and undergraduates. Members shall be elected at large from their respective school or college according to the Hare system, and in a manner proportional to the number within a school or college. Of the 60 two shall be elected from the COSEP program or its successor and two from those students registered in courses in the Africana Studies and Research Center. Unclassified students may declare their membership in a school or college for purposes of voting or candidacy.

b. 60 faculty representatives

divided amongst the colleges, proportional to the number of the faculty in the colleges. The definition of a faculty member shall be the definition used for membership in that college's faculty. For purposes of voting and representation the Hare system shall be used. The College of Arts and Sciences shall be divided into three divisions; namely, the humanities, the social sciences and the natural sciences (including mathematics), the College of Agriculture shall be divided into three divisions; namely, (1) biological and botanic sciences, (2) social sciences, and (3) animal and food sciences, and engineering. All other colleges shall elect at large. One of the faculty delegates shall be on the faculty

of the Africana Studies and Research Center elected by the faculty of the Center. In those colleges and divisions having four or more representatives, the representatives shall be divided between tenured and non-tenured faculty according to their respective numbers and each group shall vote for their representatives.

c. Two alumni elected by the alumni, the Provost; one Vice President elected by the Vice Presidents, and three non-exempt employees, two exempt employees, one non-professorial academic, and one librarian, elected by their respective constituencies.

2. The Senate shall initially contain the following ex-officio members with all privileges except voting:

a. The President of the University;

b. Ten other members of the central administration;

c. The Deans of the various colleges and schools;

d. The Director of the Africana Studies and Research Center;

e. Trustees elected under the provision of Article III.

3. The Credentials Committee may authorize the attendance of up to five additional individuals at any given meeting with all privileges except voting.

4. The principle of parity between faculty and students shall be maintained. In all cases where representatives are divided between two or more groups according to their numbers fractional remainders, providing that every college or school shall have at least one student and one faculty representative.

5. The Senate shall provide in its by-laws for the filling of vacancies and for recall procedures.

6. The first election and appointment shall be administered by an Interim Election Committee appointed by the Constituent Assembly. Subsequent elections and reapportionments shall be administered by a committee of the Senate in accordance with the provisions of Section 1 of this Article.

7. Every three years the Senate shall reconsider, and may be a two thirds vote change, the provisions of Section 1, provided that student-faculty parity shall be maintained and voting membership shall not exceed 150.

8. Elections shall be held in February with one year terms from March 1 to March 1. (The Senate may vary this provision with regard to alumni representatives.) In October, the Freshman Class shall elect ten members to serve up to March 1 with all privileges except voting. These Freshmen may, however, serve as voting members of committees of the Senate.

9. No elected voting member

Sola Proposes Substitute Plan; Issues Statement of Position

Donald F. Sola, associate professor of linguistics, a member of the new Senate Proposal Drafting Committee, has announced he will present a minority proposal to the Constituent Assembly as a substitute for the committee plan. Sola's statement of position and the preamble and first article of his proposal follow.

"When, at first cock's crow on Wednesday morning, the new Senate Proposal Drafting Committee came to the end of an exhausting week of work, it was clear that at least I remained as a minority fundamentally dissatisfied with the committee's product. Others had reservations, but, without time to caucus over a minority report, I am announcing here a proposal that they may wish to endorse, and that I intend to present at next Monday's Assembly meeting as a substitute for the drafting committee's plan.

"I have four basic objections to this plan. First, the compromises within the committee have yielded a document filled to the brim with a great many issues that cannot be successfully debated and resolved within the limits of the remaining energies of the Constituent Assembly. Second, the attempt to further apportion seats on the Board of Trustees, to obtain direct but very minor representation for students and other constituencies, will weaken rather than strengthen the Board and gain nothing for these constituencies. Third, the provision for Senate supervision of a new Division of Campus Life will not work. A legislative body cannot in actual practice administer such a division, nor make its budget decisions. Fourth, to the extent that it is workable, the committee's prose having to do with Senate control over educational innovation, and University policies having social or political implications, is fully covered by the simple statement, already included, that "the

Senate shall make recommendations on matters it deems appropriate." The committee's attempt to define these areas of recommendation more exactly is misguided. The debate within the Assembly will be endless and self-defeating and, in any event, the Senate itself will, more properly and with better effect, reconsider these matters. To the extent that it is not workable, this prose promises (particularly to students) innovative and fund raising powers which neither they nor a Senate can effectively carry out.

"My own proposal answers all of these objections, has already been seen by the committee, and will be distributed to all delegates. It follows the path of reason, not of compromise. It offers a very strong formula for a legislative body which could be the primary source of University policy, and a formula much stronger than the committee's for a constructive negotiating relationship between the Senate and the Board of Trustees. I urge all delegates to study it carefully. I particularly urge all student delegates to forsake the easy victories of a few students on the Board of Trustees, and fictitious control over a few non-academic activities in favor of a major role in making policy and in shaping the philosophy of the Board of Trustees."

Preamble and Sola Proposal on Trustees

In a spirit of unity, and toward the enhancement of individual freedom in a context of social responsibility, the University Constituent Assembly recommends that the Board of Trustees be in due course reconstituted and a University Senate be created.

The following article provides the formula for reconstituting the Board of Trustees:

Article I

Board of Trustees

The Board of Trustees shall be

Continued on Page 5

Bulletin of the Faculty

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

Resolution on Officer Education

At the meeting of the University Faculty on November 12, a resolution concerning the future development of ROTC at Cornell was proposed by Professor Paul Olum, Mathematics. Because of the late hour, Professor Olum agreed at that time to defer consideration of his motion until the December meeting.

Professor Olum reintroduced his motion at the December 10 meeting of the faculty. The text of the resolution follows:

Resolved:

1. That it is the sense of this faculty that there should be a change in the program of Officer Education at the University which would provide that the purely military aspects of this education be conducted off-campus (possibly in summers or in a post-graduate year). Those students interested in a military career, including those who enter into a contract with the military, would then pursue a "pre-military program" in their undergraduate years consisting of courses chosen from the regular academic offerings of

the University and accepted by the Defense Department as suitable preparation for such Officer Education.

2. That President (Dale R.) Corson (or his representative) is hereby requested to enter into discussion with the appropriate officers of the government for the purpose of attempting to establish a mutually acceptable program of this character, including where necessary the creation of additional courses within the framework of present academic departments, and to do so in a manner to preserve the Land Grant status of the University.

Professor Robert Young, Poultry Science, moved an amendment to Professor Olum's resolution, as follows:

That the first paragraph be deleted, and that, in the second paragraph, the words "this character" be replaced by "military training."

Professor Young's amendment lost by a vote of 187 to 216.

Professor Olum's original motion was then defeated by a vote of 174 to 253.

Resolution on Grades For Auditors in The Graduate School

Approved by the Graduate Faculty
Adopted by the University Faculty, Dec. 10

Resolved, that hereafter course name and the grade of V (Visitor) will no longer be recorded on the term record or the transcript of students who have audited a course.

This change has been suggested for three different reasons:

(1) In previous years such information was necessary to properly compute the changes involved in accessory instruction. Since different procedures are now in effect, the information is no longer needed

for this computation.

(2) The actual conditions under which a grade of V is awarded varies greatly from course to course, so much so that it is not possible to define what level of student performance the grade signifies.

(3) Some universities interpret the grade V to have a definite educational value, and so our transfer students could have potentially misleading transcripts, particularly those students who have transcripts with many V grades.

Redesignation of Degrees

On April 9, 1969, the University Faculty gave its approval to the granting of two new professional degrees, the Master of Agriculture (M. Agr.) and the Master of Communication Arts (M.C.A.).

The Trustees subsequently gave their approval and the proposal was forwarded to the State Education Department and the Board of Regents, who, by law, must sanction the establishment of new degrees to be awarded by colleges and universities in the State of New York. Here the proposal encountered a snag, not over its substance, but in the names of the degrees.

The Board of Regents, dismayed by the proliferation of specially named degrees, wishes to arrest this trend by wherever possible approving new professional degrees under a common name, Master of Professional Studies (M.P.S.), to which may be appended a field designation. This plan emphasizes the professional

character of the degree, as opposed to the research and scholarly implications of the M.S. and M.A. degrees. Although the degrees were approved, as proposed, this was done with reluctance and was coupled to a request that we consider the designations they would prefer.

Those who brought the original proposal to the Faculty are content with the change. Therefore, the University Faculty adopted the following motion at its December 10 meeting.

Resolved, that the Faculty approve a change in the designation of two professional degrees, approved by the Faculty on April 9, 1969; the Master of Agriculture (M. Agr.) degree would be redesignated Master of Professional Studies (Agriculture) (M.P.S. (Agr.)) and the Master of Communication Arts (M.C.A.) degree would be redesignated Master of Professional Studies (Communication Arts) (M.P.S. (C.A.)).

From The Dean's Desk

Robert D. Miller dean of the faculty, reminds faculty members that faculty legislation forbids examinations to be held during the week preceding the Christmas recess, other than quizzes or exercises that are regular weekly activities in the course.

"The desire to complete the activities in a course by giving a 'final prelim' at the last scheduled lecture is understandable," he said, "but to do so is a direct violation of the spirit and the letter of the present calendar."

"What was originally the 14th week of the regular classroom activity has been converted by faculty action to a study period prior to the period reserved for final examination. Both the study period and the final examination period are integral parts of the semester. To terminate a course with an examination during the last week reserved for lectures is to render short measure," Miller said.

Miller said that last year professors who observed the spirit of the calendar complained to his office about professors who gave final examinations in December. He said some felt that their last lectures are the most significant of the term, since they are used to put what has been learned into its proper perspective. In certain curricula, he said, these lectures were sparsely attended by students who were cramming for illegal final prelims in other courses.

Miller said those who adhered to the calendar then had to contend with resentment of some students who seemed to think that the "good guys" finished their courses before Christmas.

"The only response the dean can make to such complaints," Miller said, "is to make certain that there are no misunderstandings of the intent of the faculty when it established the present calendar with its study period and its schedule for final examinations."

Ombudsman Compiles Data

The Office of Ombudsman's information and referral service is compiling a central information bank on groups, organizations, programs and services on and off the Cornell University campus.

Steven W. Telsey, assistant for information, said the purpose of the information bank is to expedite communication and the dissemination of information. He urged all persons who head services or programs to send forms to him for listing. Forms may be obtained at 214 Ives Research Center. Persons wishing information about the new service or who want information about on or off campus programs and services may call Telsey at 256-3724 between 2 and 4 p.m.

Senate Proposal

Continued from Page 3

of the Senate shall serve for more than three successive terms.

Article III. Representation on the Board of Trustees

1. The following shall be included on the Board of Trustees:

a. Four Faculty members, elected by the Faculty for a four-year term;

b. One non-tenured Faculty member, to be elected by the non-tenured Faculty for a two-year term;

c. One Faculty member to be elected by the Students for a two-year term;

d. Four Students, each serving a two-year term. One Student is to be elected annually by the Students at large, and one is to be elected annually by the Student members of the Senate.

e. Four persons from outside the University, to be elected by the Senate for four-year terms.

2. No member of the Board of Trustees shall serve simultaneously as a voting member of the Senate. All Trustees elected to the Board of Trustees under Section 1 of this Article shall be ex-officio non-voting members of the Senate.

3. The Faculty elected Trustees are to be nominated and elected in accordance with procedures established by the University Faculty. All other Trustees specified above are to be chosen in accordance with procedures specified by the University Senate.

4. From those Trustees elected under Section 1 of this Article at least one Faculty-elected Trustee, one Student Trustee, and one Trustee elected by the Senate under Section 1-e shall serve on the Executive Committee of the Board of Trustees.

5. The minimum age for a Cornell University Trustee shall be 18 years.

Article IV. Officers and Staff of the Senate

1. The Senate shall elect from its members a Speaker, who shall preside at meetings of the Senate. The function of the Speaker will be that of a "town meeting moderator."

2. The Senate may elect from its members such other officers as it deems necessary.

3. The administration of the University shall provide financial and other support for reasonable staff and facilities of the Senate.

Article V. Committees

The Cornell University Senate may establish such standing and special committees as it sees fit. However, the initial structure to be set forth in its by-laws shall include the following internal Committees:

1. Executive Committee (as specified in Article VI).

2. Committee on Committees.

3. Nominations and elections Committee.

4. Credentials Committee.

5. Committee on Campus Life (as specified in Article VII).

6. Planning Review Committee

(as specified in Article VIII).

7. Committee on Educational Innovation (as specified in Article IX).

Senate committees shall be kept informed of the current status of deliberations within official policy-making bodies on matters of concern to them.

Membership on the committees of the University Senate shall be distributed among the different groups in the Senate so as to reflect their particular interests. Committee membership need not be restricted to members of the University Senate.

When governing bodies, their boards or committees, require representatives of the community as a whole, the Senate should be looked to to select or approve such representatives.

Further, the Senate shall, where appropriate, encourage the establishment of informal or formal Trustee-Senate, Faculty-Senate and Trustee-Faculty-Senate committees or task forces.

Article VI. Senate Executive Committee

1. Membership. The Executive Committee shall have nine members elected by the Senate from among its members, including at least three students and three faculty members. The Executive Committee shall elect its own chairman from among its number. The Speaker shall serve as a non-voting ex-officio member of the Executive Committee.

2. Functions. The Executive Committee shall:

a. Prepare the agenda for Senate meetings.

b. Serve as a rules committee.

c. Provide procedures for selection of the following Senate Internal Committees: i. Committee on Committees (shall determine types of committees, jurisdiction and membership), ii. Nominations and Elections Committee, and iii. Credentials Committee.

Article VII. Campus Life

1. There shall be a Division of Campus Life, administered by a Vice President for Campus Affairs under the general jurisdiction of the Senate.

2. This Division shall be responsible for the following University functions: housing, dining, University Unions, registered campus organizations and activities, recruitment of students by outside organizations, campus religious groups and organizations, athletics and physical education (excluding degree requirements), University health services, campus store, public lectures and performances, museums, traffic and parking regulations, orientation of new students and general counseling services. Other non-academic functions intended to enrich or expand campus life may be added to this list by a three-fifths vote of the Senate.

3. The Vice-President for Campus Affairs shall be

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Senate Proposal

Continued from Page 4

appointed by the President with the concurrence of the Senate, and with the approval of the Board of Trustees. He shall report to the Senate and be responsible to it in matters of general policy. Subordinate employees of this Division shall be responsible to the Vice President for Campus Affairs, and to the Senate only through this Vice President.

4. A unified budget for the Division of Campus Life shall be prepared by the Vice President for Campus Affairs and submitted to the Senate with sufficient time and detail to permit revision by the Senate if it so desires but within the total sum provided. If the Senate finds the sum insufficient for the needs of the Division, it may seek additional allocations from the appropriate University officers. The final budget must be approved by the Senate.

5. The Committee on Campus Life and its subcommittees shall formally originate Senate policies and actions required to carry out the intent of this article. Specifically, as a part of its duties, this committee shall formally originate Senate actions pertaining to the Budget for the Division of Campus Life and shall make recommendations on the confirmation of the Vice President for Campus Affairs.

Article VIII. *Planning Review Committee*

This committee shall consist of nine members elected by the Senate plus the Provost, ex-officio. The chairman shall be a member of the Senate, elected by the committee from its number. All members of the committee need not be members of the Senate. The committee shall receive the long and short range plans of the University including the broad allocations of University resources, shall discuss them with appropriate officers of the University, and, where it deems necessary, make recommendations to the Senate on matters of concern to more than one college of the University.

Article IX. *Committee on Educational Innovation*

This committee is to carry out the functions described in Section I-5, and is specifically charged with initiating the creation of the Agency described therein. It shall act as a Budget Committee for this Agency, and shall propose to the Senate appropriate legislation pertaining to its activities, as required.

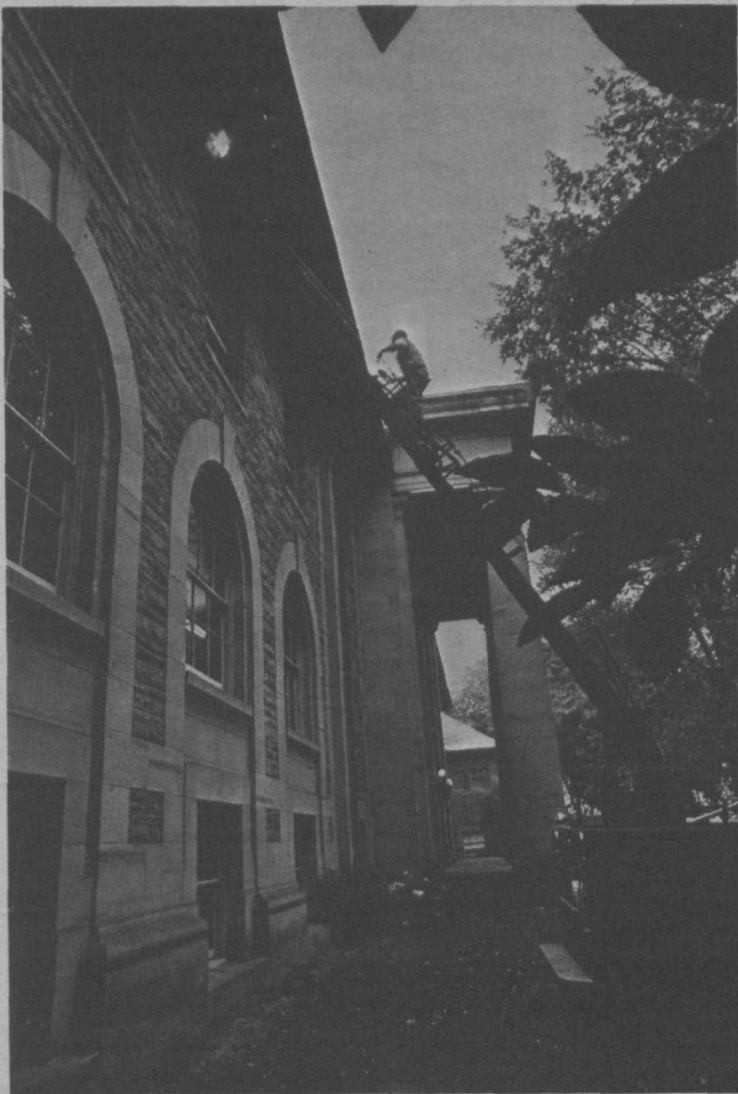
Article X. *By-Laws*

The Senate shall establish its own by-laws by a vote of 2/3 of those present and voting.

Article XI. *Amendments*

Amendments are proposed by an affirmative vote of at least 51 per cent of all voting members of the full Senate, and ratified by simple majorities of a.) a referendum of all students on the campus together with all persons employed by Cornell

The Quad in a New Light



NIGHT LIGHTS — Electrician Arthur Snow climbs ladder to check 1500-watt light on Goldwin Smith Hall overlooking the Arts Quad. Eighteen lights, installed by Department of Buildings and Properties earlier this term, light up the Quad at night. Photo cells automatically turn lights on at dusk, off at dawn.

University, excluding members of the University faculty; b.) a meeting of the University faculty; c.) a meeting of the Board of Trustees.

Article XII. *Ratification*

Ratification shall be by affirmative votes of the Constituent Assembly, a referendum of all enrolled students on campus, together

with all persons employed by Cornell University, the University Faculty, and the Trustees.

The Executive Committee of the Constituent Assembly shall designate an Interim Election Committee to administer the ratification procedure, conduct the initial election of the Senate, and convene its first meeting.

Help Avoid A Chemical Fire

James R. MacCheyne, supervisor of fire protection in Cornell University's Division of Safety and Security, has listed four measures to be followed to prevent fires caused by chemical reactions. Three such fires have occurred in trash trucks in recent weeks, he said.

MacCheyne said unwanted chemicals or chemical containers should not be discarded into trash barrels or wastebaskets. Chemicals should

be prepared and packaged so they may be transported safely. Chemical contents should be identified and marked "For Safety Division Pickup Only." MacCheyne also said the Division of Safety and Security's Fire Service should be called at extension 6-4676 when chemicals are ready for disposal. Chemicals will be picked up every Friday and requests for pickups must be made by 4 p.m. on Thursday.

The Arts This Week

Dec. 11 — Poetry Reading Prose — Cornell Writers, 4 p.m. Temple of Zeus.

Dec. 11 thru 14 — Middleton and Rowley's *The Changeling*. Cornell University Theatre. 8:15 p.m. Tickets at University Theatre Box Office, Willard Straight. Noon-3 p.m. Monday thru Saturday. \$2.

Dec. 12 — *Samuel Beckett's Play and Imagination the Dead Imagine*. 4 p.m. Drummond Studio, Lincoln Hall. Free.

Dec. 12 and 13 — Studio Performance, Cornell Dance

Club. 4:30 p.m. Friday, 2 p.m. Saturday. Helen Newman Dance Studio. Free.

Dec. 12, 13, 14 — Stanley Kubrick's *2001: A Space Odyssey*. 8 p.m. each evening plus 2:30 p.m. matinees Saturday and Sunday. Statler Auditorium. \$1.

Dec. 14 — Sage Chapel Christmas Program. 8:15 p.m. Sage Chapel.

Dec. 16 — Student recital. 8:15 p.m. Barnes Hall.

Dec. 17 thru 20 — Middleton and Rowley's *The Changeling*.

Cornell Campus Buses Run On Recently Expanded Schedule

The Cornell campus bus schedule has been expanded to provide coverage from the "B" lot from 4:45 a.m. until 10:15 p.m.

Buses leave the "B" lot starting at 4:45 a.m. and proceed down Tower Road to East Avenue, south on East Avenue to Campus Road, north on Central Avenue, making a stop in front of Willard Straight Hall, proceeding north to University Avenue, then east to East Avenue, south to Tower Road, and returning to the "B" lot. These buses operate every 15 minutes from 4:45 a.m. to 6 a.m. From 7:30 p.m. until 10:15 p.m., the buses travel the same route, leaving the "B" lot on the hour and half hour, leaving from in front of Willard Straight approximately eight minutes later and from Tower Road and East Avenue returning to the lot

approximately 12 minutes after the hour and half hour.

From 6 a.m. to 7 a.m. and from 6 p.m. to 7 p.m., the buses operate only from the "B" lot, proceeding down Tower Road to East Avenue, south on East Avenue to Campus Road, east on Campus Road to Garden Avenue and Tower Road and then east to the "B" lot. There is no stop in front of Goldwin Smith between 6 a.m. and 7 a.m. and between 6 p.m. and 7 p.m.

Regular bus service starts from the "A" and "B" lots at 7 a.m. and runs every 15 minutes from each lot until 6 p.m.

From 7:30 a.m. until 9 a.m. and from 4 p.m. until 5:15 p.m., the buses run every five minutes from each lot. From 11:30 a.m. until 1:30 p.m. the buses run every seven and a half minutes from each lot.

In the interest of safety, drivers have been instructed to make stops and pickup and discharge passengers only at the shelters in the lots and at designated spots on campus.

Sola Proposes

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composed of 49 members, of whom 29 shall be elected and the remainder shall be those life, ex-officio, or appointed members now required by the State of New York or the charter of Cornell University.

1. Nomination of Trustees. As vacancies occur, the Board of Trustees, acting as a nominating committee, shall propose, to the University Senate, the names of new candidates.

2. Election of Trustees. The University Senate shall confirm or reject such nominations within 30 days. For these purposes only days of work during the regular academic year shall be counted. In the event that the University Senate fails to take action on a nomination within thirty days, the candidate shall be considered elected.

3. Stewardship. The Board, in proposing nominees, and the Senate, in deliberating on their confirmation, shall seek to elect new Trustees who are aware of the needs and problems of the whole University community, and who understand the role of the University in society. At the same time, new Trustees shall, whenever possible, bring to the Board special insight by reason of their experience and status as students, tenured or non-tenured faculty, non-academic persons, or alumni, within Cornell or elsewhere, and individuals from any of these categories shall be eligible for election to the Board of Trustees.

4. Terms of Office. The terms of office of Trustees shall be established by the by-laws of the Board of Trustees. These provisions of said by-laws shall require the approval of the University Senate.

5. Powers and Functions. The existing powers and functions of the Board of Trustees shall remain, except as constraints are imposed by the present document.

Malnutrition Course Set

David L. Call, H. Edward Babcock Professor of Food Economics and Michael C. Latham, professor of international nutrition, will be offering a course in the Graduate School of Nutrition in the spring term titled "Hunger and Malnutrition in the U.S."

This course will examine, in depth, the nutritional, sociological, economic and political aspects of the problem of malnutrition as it affects the poor in the United States. The course will be conducted as a series of seminars with active participation by students with a wide variety of academic backgrounds. The nature and severity of the problem and the political activity surrounding the issue will be examined, past and present government programs will be analyzed, and proposals for future action designed to alleviate hunger and malnutrition will be discussed.

Call and Latham have been actively engaged in the work of different panels established to draw up recommendations for the recent White House Conference on Food, Nutrition and Health. Both participated in the Conference.

Latham was one of the first expert witnesses to testify before the U.S. Senate Committee on Nutrition and Human Needs.

The seminar is open to juniors, seniors and graduate students. Two hours credit will be given for the course. An organizational meeting will be held on Monday, February 9 at 12:15 p.m. in 130 Savage Hall, with a regular time to be arranged.

Students considering taking the course should contact Call (6-4480) or Latham (6-3039) in the Graduate School of Nutrition in Savage Hall.

Center for Research in Education: The First Year

Alfred L. Baldwin, director of the Center for Research in Education, reports today on the Center's first year of operation.

Since this is the first annual report since the Center for Research in Education began full operation, it will emphasize the premises upon which the Center was established and will deal with general matters of policy as well as reporting the actual activities of the Center. This discussion seems particularly appropriate since there have been major changes in the university's central administration since the original plans for the Center were developed in the fall of 1967.

We can take it for granted that there is a serious need in this country for better education for children and adults. Even in white, upper-middle class schools, many children are merely going through the motions of education, not attaining a genuine understanding of either their physical world or their social milieu. In the so-called ghetto schools, education is often impossibly bad; many children sit through nine years of schooling without learning to read or to perform even elementary mathematical operations. The need for better education programs, better implementation of those that do exist and for better understanding of the educational process is so obvious that it need not be belabored.

There is great interest and involvement in these problems on the part of the Cornell faculty. Members of the faculty have been involved actively in nearly every major program for rewriting curricula, in mathematical, physical science, and biological science. In addition, faculty members each year propose dozens of innovations in undergraduate education, ranging from revisions in the operation of individual courses, and proposals for interdisciplinary integrated courses and seminars, to such major innovations as the residential college or the program for human affairs.

Sometimes these activities can be carried on within a single department or college but in many cases the collaboration of different disciplines is required. The Center for Research in Education was established to provide an institution where such interdisciplinary educational activities could be encouraged and supported. One premise for the Center is that educational innovations will be most productive if they involve both educational experimentation and fundamental educational research. A second is that they will be most effective if they involve the collaboration of scholars from the various substantive areas with behavioral and social scientists who are knowledgeable about human interaction and social

organization and in the research methods necessary for the empirical study of the educational process.

Such educational innovation and research goes on in schools and departments of education over the country. Many schools of education have scientists, mathematicians, and philosophers on their faculty as well as psychologists and sociologists. Not all scientists, however, who want to improve the education of children or of college students will join or even collaborate with the faculty in a school of education.

On the other side, social scientists often do not understand the content of the subject matter well enough to design by themselves good educational research into the important variables, let alone plan curricula. They also find plenty of professionally rewarding research that does not require interdisciplinary collaboration. There is little motivation to initiate collaboration with scholars in other fields.

This is the argument for Cornell's establishing a Center rather than merely supporting

An urban branch of the Center will contribute to the social significance of Cornell research activities and to the training of its students.

A major problem in the maintenance of a Center is that it must exist largely on outside funds with a minimal contribution from Cornell's unrestricted funds. Thus one of the costs of the Center is time and effort, but it has the advantage of assuring that the major activities of the Center are evaluated and appreciated by funding agencies outside of the Cornell community.

be current faculty members, others were to be recruited to fill the five academic positions promised by the Cornell administration over the next five years. The Carnegie grant would be used to support research programs that fit the general objectives of the Center and promised to become self supporting within a year or two.

These major research programs are envisioned as having both a pure and an applied wing. The typical program should be actively engaged in some sort of educational activity, but should simultaneously be collecting empirical data about the process to help establish general principles and build sound theories of the educational process. One of the main difficulties with the educational innovations of the past 50 years is that we have learned little from them. Educational programs have changed with changes in philosophy or with the prevailing fashion but there is little accumulation of knowledge that might have resulted from the study of the numerous educational experiments.

One of the best ways to obtain long term involvement in education by social scientists is to show how the data from such studies are theoretically exciting. For example, the analysis of seminar discussions can provide valuable data for the development of a theory of small group interaction as well as providing data for the analysis of the educational process occurring in the seminar. This blending of theory with applied research seems the soundest basis for the development of a truly theoretically oriented and empirically based educational program.

Consequently, the policy of the center has been to emphasize educational experimentation that contained some clear research component and especially when the research effort is directed toward the collection of empirical data about the educational process not merely the attachment of an evaluation team to the program.

In the course of the year it became apparent that while the combination of experimentation and empirical research is important, the Center should not become divorced from experimental programs on the university campus even if they do not involve major research activities. Therefore, the Center will allocate part of the Carnegie grant to the support of such educational experiments. The details of the plan will be given in a later section.

The Research Activities of the Center

Two programs were already operating in the Center by the time it was formally established; namely, a program of science education directed by Benjamin Nichols and a program for the

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In Fun City



URBAN STUDY CENTER — Plans of Center for Research in Education include facilities in urban areas to study "major educational failures of our society."

Furthermore, bright students in the sciences and the humanities are sometimes reluctant to take their degree in education even if they are vitally interested in educational problems.

The Center at Cornell was established outside of the department of education to provide a facility where scholars in such areas as mathematics, language, physical and biological science and humanities could meet empirical social scientists to their mutual advantage in developing educational programs. This meeting does not ordinarily happen spontaneously. Great talent and ingenuity have gone into developing better curricula in mathematics, science and other fields but much of it has not been accompanied by empirical research. Many of these curricula are not effective in improving the actual education of children because they are taught ineffectively by public school teachers or are not adopted by the educational system.

the same people through their academic departments with their individual research programs. Nothing that can be done in the Center is impossible outside of it, but it is less likely to happen.

The Center, in the past year, has, in fact, attracted a broad spectrum of people: mathematicians, engineers, linguists, artists as well as psychologists, sociologists and anthropologists from the social sciences. One of its major objectives is to widen this array even further.

A second feature of the Center stems from the conviction that educational research must involve those people and schools where the major educational problems exist. The plans for the Center therefore include facilities in New York City or other major urban areas where the major educational failures of our society can be studied. It has become clear that many Cornell students, and some faculty, feel isolated from the scene of major social problems.

During this past year the Center has operated on a core of funds from Cornell University, supplemented by a grant from the Carnegie Foundation for the initiation of programs by the Center, a small grant from the U.S. Office of Education for the development of a program in mathematical education, and two grants to the Baldwins (Alfred L. and Clara P.) for the study of cognitive development and cognitive socialization. The Carnegie grant was partly allocated to the renovation and equipping of the Center. The remainder was divided into three equal parts to spread the grant over the three years, 1968-9, 1969-70, 1970-71.

Policy Concerning the Research Program of the Center

The initial conception of the Center's research program was that it would consist of a number of research programs, each chaired by a senior investigator who was a member of the Cornell faculty. Some of these investigators were expected to

Education Research

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study of early school learning directed by Herbert Ginsberg. Both of these programs have operated within the Center during 1968-69.

Science Education — Teacher's Workshops

The people connected with the Center share a common value system about education in science and mathematics, namely that the student should learn to approach problems and to think like a scientist; he should develop a feeling for the scientific method and the search for truth. Students in secondary school and even in college rarely experience that sort of inquiry. Most science and mathematics is taught as a body of information to be transmitted from the teacher to the student. While some such passive learning is necessary and valuable, it is also vital to develop the problem solving approach in students, and foster their curiosity about the solution to problems. Much of what the Center is doing in the areas of science and mathematical education is guided by this basic value system.

Four teacher's workshops were organized during 1968-9. Each was attended by a group of teachers in the local schools. The purpose of the workshop was to introduce teachers to new materials that they might use in their classes, to discuss with them how they might be used, and to obtain their judgments about their value. Also, the material was presented to the teacher in a way that encouraged him to adopt the problem solving attitude described earlier.

The workshops established this year were in physical science, biological science, mathematics, and early childhood education. Benjamin Nichols, director, Office of Teacher Preparation; Thomas Eisner, professor of neurobiology and behavior; Jeffrey M. Camhi, assistant professor of neurobiology and behavior; Robert Davis, professor in the Center, and Mrs. Sue McCord, lecturer in human development and family studies, along with Dan Aneshansley and Paul Ward, graduate students, have participated in these workshops.

These workshops were of varying success. In every case, the teachers were interested and active participants, but from an overall point of view too few teachers participated to justify the faculty time involved in the program. In terms of the purposes of the Center such workshops are valuable for gaining information about the interests of the teachers and the types of projects that they feel are educationally valuable — in other words, to gain their participation in the planning of programs. An additional value for the Center is that they help establish good relationships with the local public school system

and indicate to the teachers in this area that we are concerned with their practical problems of teaching, not merely the more basic research interests of college professors. But teacher's workshops cannot be a major mechanism for actual dissemination of new educational programs. They cannot begin to meet the problems of teacher training and the improvement of instruction on a wide scale.

During 1969-70, this effort will be concentrated on a mathematical educational project at DeWitt Junior High in Ithaca where Center personnel actually work with students and teachers in developing programs in mathematical and science education and will explore the use of computer terminals in science education.

Early School Learning

This research program within the center was established by Herbert Ginsberg, associate professor in the Center, in 1966-67. It began with the establishment of an experimental class room in the kindergarten at the Caroline School. The room contains a variety of materials: science material, tape recorders, writing materials, etc. The education program is designed to be very free from didactic instruction or a coercive program. Children could use any of the available materials as much or as little as they wished to. The teacher and the other participants in the program did not formally instruct the children in anything, although they try to help the child learn about the materials whenever he shows any interest.

The research activities connected with the program consist of careful analyses of the children's learning as it exhibited itself spontaneously in this naturalistic situation. For example, the children were provided with a blank notebook in which they could draw, write or do whatever they wanted. Each day, the child's productions were recorded and kept in sequential order. Many of the children spontaneously began to copy printed material and later to write on their own initiative. They spontaneously practiced writing, sometimes filling a whole page with attempts to print, some letter. These writing attempts were coded into a category system and an analysis of the temporal course of such spontaneous learning is nearly finished. The analysis of other aspects of the children's learning is also proceeding.

Cognitive Development and Cognitive Socialization

This program within the Center directed by Alfred and Clara Baldwin is one they have been working on for several years. One of the premises underlying the development of the Center's program is that education must be defined so broadly that it includes the entire process of socialization whether in formal education instructions or in the informal interactions between the child and his parents, his

peers, and other adults. The research program in cognitive socialization has in the past been focused upon the education of young children by their mothers in informal naturalistic situations.

One assumption of the research is that whatever is transmitted from the teacher to the child in the way of knowledge, skills, strategies of inquiry or interest in academic content is transmitted through the medium of every day moment-by-moment interactions. The Baldwins have been developing methods to

area around Washington Square. Each interaction is recorded verbatim on tape and also described in a narrative record by an observer. The verbatim record has been coded by a category system labelled VINEX that focuses upon information exchange between the mother and child and is also used to describe the child's and mother's use of syntax. The most striking finding has been the great similarity between the mother-child interactions in the Harlem and Washington Square sample. Contradicting common beliefs,

The Fostering of Curiosity



PROBLEM-SOLVING — A goal of education as discussed in the annual report of the director of the Center for Research in Education is the development of the problem-solving approach in a student and the fostering of curiosity.

describe and analyze these interactions, particularly those relevant to cognitive development of the child.

A second assumption is that the adult's interactions with the child, are guided by an intuitive theory of child behavior and development. When a mother, for example, encourages a child to keep trying a problem that he has not solved, helps him just as little as possible, but nevertheless sees to it that he eventually succeeds; she seems to be guided by a belief that he will get satisfaction from success, and will get more satisfaction if he succeeds with a minimum of help. In addition she may well believe tacitly that he will learn better how to solve such problems if he finds the solution for himself.

The Baldwins have been collecting records of mother-child interaction from two samples in New York City. One, a group of 60 Harlem mother-child pairs, the other, a white, upper middle-class sample from the

Harlem mothers do not interact less frequently in this situation. Furthermore, the complexity of their language is no different from Washington Square mothers in talking to an interviewer and not much different in talking to the child. The full analyses of these data is in progress.

A second feature of this research is the development of an Interactional Language for use by the observer. This language is a restricted form of English which can capture the psychologically significant features of the interaction, and can also be the input to a computer program that decodes the language, identifies the interactions that are being studied and provides a content analysis. We believe that such a language and the accompanying program of analysis can make a major break through in the study of these moment-by-moment interactions.

This year Professor Baldwin is holding a seminar with

mathematicians and psychologists to identify the relevant behavioral acts in the area of mathematical education. These acts can form the vocabulary of the Interactional Language for observing instruction in mathematics. They can also be used in the development of computerized instruction in the area of mathematics.

The analysis of interperson interaction is an important problem which many people have been investigating. The Center during the last week of July held a small conference on the topic to which four research teams were invited, the same group will reconvene this winter at the invitation of the Department of Psychology at George Peabody College for Teachers in Nashville, Tenn. to discuss the feasibility of developing a flexible program of analysis that could take as its input the observer's record in any one of several different forms and provide as an output any one of a number of analyses of the content of the interactions.

In the course of the past year, three publications from this research have been published or accepted for publication. A fourth article is finished and will be submitted for publication.

The financing of this research was originally from two grants, one from National Institute of Mental Health (NIMH) and the other from the U.S. Office of Education. During this year proposals for the continuation of this research were submitted to NIMH and both grants were approved for a three-year period.

Other Activities of the Center

In addition to the regular programs within the Center, it was involved in various other educational activities during the year.

1. James S. Noblitt, assistant professor of linguistics in the Division of Modern Languages, is interested in what he calls pedagogical grammar, i.e. the structure of the grammar of a language that permits it to be effectively taught as a second language. Because of similarities and differences between the grammar of a learner's native language and the second language some features of the new language speaks a sort of learner's dialect which has its roles and its regularities like any other dialect. Noblitt is interested in pursuing this line of investigation.

The Center provided him with space where he taught an experimental course in French based upon an instrumented program of instruction that he helped develop when he was at the Center for Applied Linguistics. The programmed course was successful in the sense that nearly all of the students in it qualified for admission in the second French course. The instrumental support for the program, however, is both very expensive and high on maintenance expenses.

Noblitt is offering this fall a

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Education Research

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seminar in the Division of Modern Languages on pedagogical grammar which will explore the problems of learning a second language and will lead to some program of research on a curriculum for effectively teaching a second language. Noblitt is interested in collaborating with psychologists and social scientists in the development of such a program and several people connected with the Center are speaking to his seminar.

2. David H. R. Shearer, the fine arts librarian, and Mrs. LeGrace G. Benson, assistant professor of the history of art, have made a short sequence of film episodes to illustrate some of the ingenious uses of movie techniques for teaching art. In one episode, the camera moved around a piece of sculpture and was able to present it more effectively than any still photograph of it could do. The camera can also capture the effects of movement in many kinds of modern art that depend upon the viewer's movement or animation within the art production itself. They also made one strip of film in which an artist at work illustrates his techniques and talks about what he was trying to achieve.

This seemed to be a promising development and Mrs. Kay R. Hanna, then of the Center staff, worked with Shearer and Benson to prepare a proposal to the New York State Council of Arts and the Office of Education for financial support. If this support is forthcoming, the program will probably not be a part of the Center for Research in Education but perhaps a separate Center.

3. The Center provided financial support for James B. Maas, assistant professor in the Department of Psychology, to obtain television equipment for recording teaching assistants' conduct of discussion sections in elementary psychology. Maas has been carrying out extensive investigations of graduate and undergraduate teaching assistants, collecting many sorts of data for describing their effectiveness in teaching.

4. During the year 1967-8, a conference of mathematicians convened at Cornell to discuss the problem of preparing effective mathematics teachers in addition to research mathematicians. A report on this conference was prepared and circulated during the past year.

5. The Center also provided a small amount of support for a group of students who prepared an outline of a course on racism during the summer of 1969. A course is being offered this term under the sponsorship of the Department of Education to discuss this general problem and to train teaching assistants who would be involved in a much larger course in the spring of 1970. The Center will provide some office space for this

Plans for the Future

1. *Support of educational innovation on the Cornell campus.*

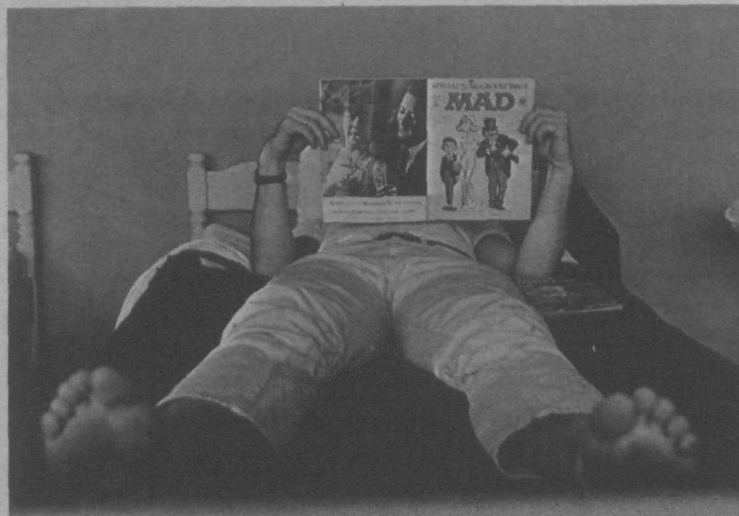
The number of people who have come to the Center during the last year with ideas for educational innovation make it apparent that there are many such ideas. Some of them are suggestions for new methods in courses. Others suggest new content, usually the integration of content from various fields. The six-year Ph.D. program initiated a number of such interdisciplinary seminars. Others are major innovations, like the human affairs program, that are organized and promoted by a faculty group. From discussion with various faculty members, it appears that these proposals frequently disappear without a trace to the frustration of the initiator of the suggestion.

1. If the proposal comes from an individual faculty member, he usually brings it to his department chairman or dean. Some proposals are approved and carried out, particularly if they do not involve additional funds. Those that do require

proposals for various sorts of educational innovation and select from those which require additional funding the ones that seem the soundest educationally and appear to be in a good position to obtain outside funding. The committee, if it is composed of major faculty members, could also support recommendations for the changes in policy that would allow some experiments to be tried. The support of such a faculty group would carry weight. Finally, the committee, if it receives many such proposals, will be well informed about the variety of educational experimentation on the campus and will be able to bring people of similar interests into contact. The Center will be glad to provide facilities for such meetings. The committee can also help the initiator of an idea prepare a supporting document that might obtain outside funding, or, if desirable, it can recruit an ad hoc advisory committee to perform this service.

From the point of view of the Center such a program will have

A Different Drummer



ANOTHER CONCEPT — For some students, educational innovation must overcome a series of seemingly insurmountable obstacles.

money often cannot be carried out because the funds are lacking.

2. The Commission on Undergraduate Education has heard a number of such proposals but it has lacked funds to support such efforts and has only limited influence to obtain changes in rules and policy that would be necessary to carry out the proposal.

3. Many of the innovative suggestions are not known to other people who have similar interests. Because of the lack of a meeting ground, these various faculty members do not meet and discuss their ideas with each other.

The Center, therefore, proposes to allocate \$40,000 from the Carnegie grant to support such educational innovation and experimentation. We are recruiting a faculty committee which will take responsibility for the wise expenditure of these funds, and for the attempt to seek further funding of the same kind. We would like such a committee to become a permanent part of the Center's activities.

The committee will receive

several advantages. First, it will support educational innovation of the best and soundest kind. Second, it will encourage faculty to come to the Center with proposals for educational experiments. Third, some of these proposals will involve educational research, either initially or after they have been tried. If so, we want the Center to be involved and it can help facilitate such activities.

2. The Use of Computers in Education

The use of computers in education takes several different forms. For convenience, three philosophies behind computer usage might be distinguished. The most common one pictures computers as an aid to the teacher by relieving her of conducting drill sessions and providing the same kind of practice more efficiently. The investigation programs the material to be learned in much the same fashion as non-computerized programmed instruction. The computer asks a question, the student answers it, and on the basis of his answer, the program signals the answer as correct or not, and presents

the student with the next question. This next question moves ahead in the sequence of instruction if the answer is correct, but moves back to further questions on the same topic if the answer is incorrect. In other words, it programs receptive learning so that it is geared to the individual student. In addition, it provides data about student performance which can be analyzed to study the effectiveness of the program, and to study the learning process itself.

A second use of CAI (computer assisted instruction) attempts to stimulate active search, exploration and problem solving on the part of the student. A good example of such CAI is the program for teaching diagnostic strategies to medical students. The computer presents the student with a set of presenting symptoms of a hypothetical patient. The student then can decide what further information is needed and can ask for it, like blood pressure, white cell count, etc. He decides what information he needs and the computer provides it. At any point in the process, the student may attempt a diagnosis and the computer program confirms or disconfirms that diagnosis. It may also indicate some further needed information that the student has failed to request. This type of CAI seems well adapted for science and mathematical education because it puts the student in the position of a scientist who must design a strategy for solving a problem. The advantage of the computer over actual experimentation with real problems is that the student can get feedback rapidly, that the problems can be designed to move from easy problems to difficult ones, that questions by the student can call for information which would be very difficult to obtain in a real life experiment with the student's limited technical skill and his limited access to equipment. Finally, the strategies adopted by students are all available in the computer write out so that such data can be very valuable for psychological studies of problem solving.

A third use of computers in education is based upon the fact that it is an instrument of modern technology and the belief that students should learn how to employ it just as he learns to use other technology. Learning the rudiments of programming is an important part of understanding this technology. In addition, the analysis of a problem required to write a program for its solution requires a clear and detailed understanding of the problem, so programming itself becomes an educational aid.

Both the second and the third uses of the computer reflect the basic value put upon teaching the scientific method and upon problem solving, but they differ in the extent to which the burden of the teaching rests upon the teacher or the computer. The third use of computers is much easier to put into effect because

it capitalizes on the many programs already available or easily written for solving equations, extrapolating curves, presenting data graphically, or simulating physical systems. The DeWitt science program utilizes computers in the third sense, physical, biological and social systems. The second approach demands a research program along with the development of new computer programs and probably new computer languages.

It is my recommendation that the Center make the field of computer-assisted instruction one of its major research efforts. Computer terminals are already available and used and can also support efforts to develop programs to stimulate scientific thinking and problem solving through actual computer assisted instruction. The ongoing program in the public school can be used as a base for testing such programs and as they are developed they can mesh with and supplement the existing activities.

While Cornell has nobody actively involved at the present time in such CAI, it does provide the support necessary for such a research effort. It has scientists and mathematicians interested in such an endeavor. It has the Department of Computer Science to provide knowledge and wisdom about hardware and software and to help guide such research. Several faculty are interested in artificial intelligence, a related field. One desiderate of such CAI programs would be to allow the student to query the computer in natural language. Gerard Salton, professor of computer science, is interested in this problem in connection with his work on information retrieval. Cornell also has cognitive psychologists to support the psychological research that should be a part of such a program. What is required is the recruitment of new faculty who would head such a program. Depending upon the training and interests of such a person, an academic appointment in computer science, or mathematics or psychology could be arranged. Such an appointment would not only strengthen the work of the Center but would also strengthen the University's program in computer science.

Finally, such a program would have time on its side in terms of making a substantial impact on education. Computers in the schools will become more common and cheaper. CAI, if it is effective, can provide a direct channel from the curriculum builder to the student which does not require the curriculum to be transmitted solely through the teacher. All in all, it seems a wise investment of time, effort and money.

3. Literacy Training Of School Dropouts

One additional research program is being actively planned. Dr. Eliot Chapple is an anthropologist by training who is

Continued on Page 9

A Conversation with the President

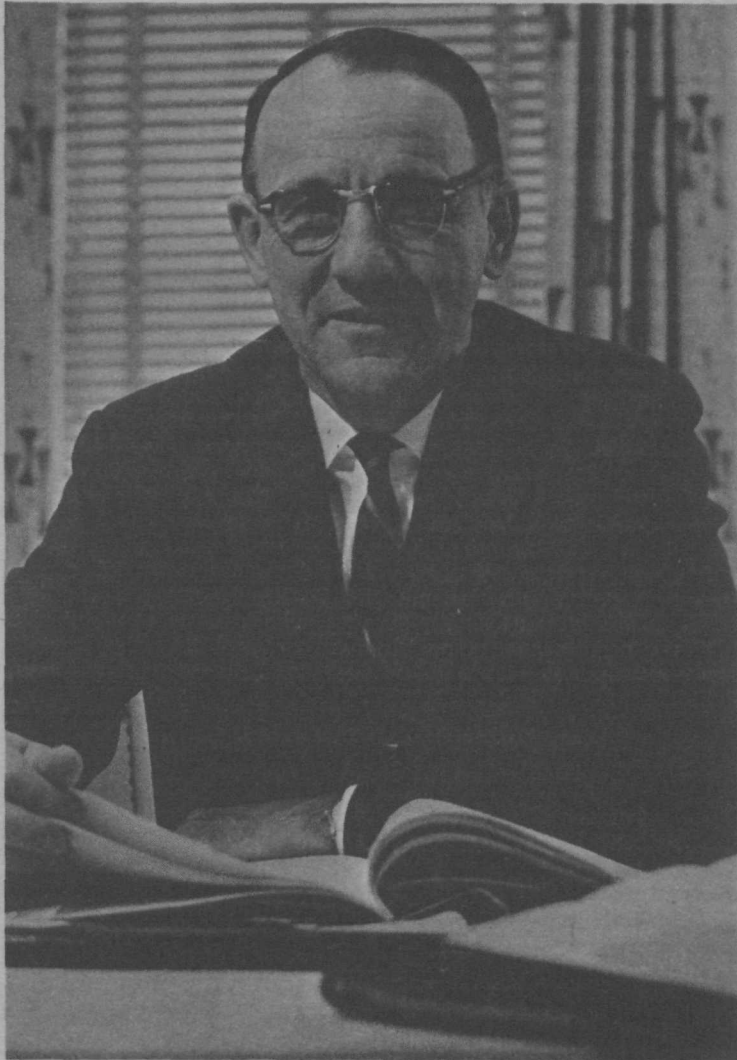
Continued from Page 1

question is how to solve the problem in the most equitable and effective way. A great deal of imagination is needed and, in fact, is being supplied in suggesting ways to make the dormitories more attractive.

HOUSING AND DINING

Q: What are some of the financial problems facing the dining division of Housing and Dining?

A: The dining operation has run at a deficit for the last couple of years. There are undoubtedly many reasons for this. Inflation, of course, is hitting all of us. As dining contracts have relaxed, the Housing and Dining people have operated a somewhat more expensive operation and, therefore, have incurred deficits. Housing and Dining staff believe, and their experience bears out the contention, that they can run a more efficient operation with dining contracts. But, we've gradually moved away from that concept.



CORNELL UNIVERSITY PRESIDENT DALE R. CORSON

Hence, among other things, deficits. The whole Housing and Dining deficit problem comes down in the end to how are we going to pay the bills? The bills must be paid. If the Housing and Dining operation is incapable of standing on its own feet, as it has done up until the last year or so, then the only source of funds to pay the bills are the general educational funds available through the academic program in the University. We've always taken the position that we are not going to divert educational funds to non-educational uses and we're determined to maintain that principle in the future.

BUDGET

Q: How does the current budget situation look for the University?

A: It doesn't look very good. We've ended up each of the last four academic years with a deficit in our operation. It started out relatively small. I think it was about \$250,000 the first year and each of the next two years it was about \$500,000 and last year we ended up with a \$1.8 million deficit. We've met these deficits from reserves which were built up in previous years for just such an eventuality. This year, however, we will likely exhaust those reserves and should we continue with a deficit operation in the future, the only way to pay the bills is by spending the unrestricted funds which are in the University's endowment.

Q: What are the expectations for the year's end?

A: Right now we are anticipating about a \$3 million deficit for the current year. If it does come out that way, we will use up all our reserves. There are some bright spots, however. The gifts to the University are running substantially ahead of last year's gifts and we just made an announcement a few days ago about a million dollar challenge gift from an anonymous donor; a gift to the University provided other people will give more than they have given in the past or people give who have not given at all in the past. Should we be able to realize the full impact of this very large challenge gift, we will finish the year in somewhat better shape than we had anticipated although still with a substantial deficit.

Q: How does the University's 1970-71 budget look at this stage?

A: It's undoubtedly going to be the tightest budget year that anyone has seen at the University for a long time. We will undoubtedly have a substantial tuition and fee increase and we will undoubtedly end up with a substantial budgeted deficit for the year. But, even to make the ends meet under those conditions, we will have to have some cutback in program. The statutory colleges operating with New York State support have already had savings factors imposed on them in the last year or two which have resulted in some cutback in program. In planning for next year, however, there is one principle that we're going to maintain. And that principle is that the quality of the educational program which we have is going to remain intact. Since some things must be reduced, those will have to be the lower priority areas and programs in the University. And, since we must be able to go into the new programs, it puts an even higher pressure on identifying lower priority items and eliminating them from the budget. The deans are in the middle of that kind of consideration at the moment.

STATE AND FEDERAL AID

Q: What are the prospects of increased state and federal aid to the University?

A: I think it is inevitable that there will be more state and federal aid coming to private universities in the future. We have a good example of that in New York State this year with the so-called "Bundy Bill" which provides state aid to private institutions of higher education. There is a formula in which the amount of state aid going to each private university is based on the number of degrees awarded with more support for advanced degrees and less support for bachelor degrees. This means about \$1.3 million or \$1.4 to Cornell which is a big boost indeed. For New York State as a whole, I believe that this is a \$30 million dollar program. At the federal level, there is also new legislation before Congress to deal with the problem. We have, of course, had substantial federal aid for a long time through support of research programs and more recently through support of U.S. Office of Education programs for new ventures or for expansion of old ventures. Most of the Office of Education money has gone to new or expanding colleges and, until recently, Cornell had none of that kind of money at all. The new federal legislation I refer to is the so-called "Miller Bill" which is now before Congress. This provides for a national program of institutional grants to institutions of higher education. The authorization presumably would be for several hundred million dollars for this kind of support. I don't know what the formula would be in the end. If this legislation is approved, the formula by which funds would be awarded, and the fact that the authorization might well be passed at this session of Congress does not mean that there will be an appropriation. It's likely that the appropriation might be delayed until some future year.

DEMONSTRATIONS

Q: What are some of your comments regarding some of the recent demonstrations on the campus?

A: My concept of the University does not embrace the use of obstruction and disruption of scheduled events as a means of achieving the purposes of any group. I have, however, always supported non-disruptive demonstrations. I spoke to that end in a speech I made to the Constituent Assembly in September. We have a judicial system to deal with the latest violations of student code and of the Regulations for the Maintenance of Public Order and I want to make that judicial system work as effectively as possible. I'm leaving that system to the judicial administrator and to the hearing boards. The Judicial Administrator, Mr. (Joseph B.) Bugliari has made public statements about how the cases will be handled and I stand behind him.

ROTC

Q: Mr. Corson, what's your reaction to the faculty recommendations regarding ROTC?

A: The faculty has expressed its position, firmly, that officer education is an appropriate part of the Cornell educational scene so that the program will continue.

Q: Does the vote of the faculty require any additional action by the administration or the Board of Trustees?

A: On the action which the faculty took and action which was before the faculty, there are at least two pieces of unfinished business. The faculty resolution called for the creation of a new committee with broad responsibility for the readjustment of the relations between ROTC and the University. The faculty did not, however, specify whose committee that was to be or how it was to be established. Dean (Robert D.) Miller and I have discussed that problem and we will presumably have a recommendation, shortly, concerning the creation of that committee. The other piece of unfinished business was a resolution that was before the faculty but because of the press of time, was not acted on. It was the resolution by Professor Paul Olum, which had two parts to it. One was that it is the sense of the faculty that there should be a change in the program of officer education and with the provision that the academic parts of the program be conducted on campus and nonacademic parts off. There was a second part of his resolution that I, or my representative, be requested to enter into a discussion with appropriate officers of the government for the purpose of establishing mutually acceptable programs of officer training at Cornell. I believe this resolution will be introduced to the faculty and will be debated and acted on.

Continued on Page 11

Education Research

Continued from Page 8

directing a research program at Rockland State Hospital. He is in Ithaca part of each week and teaches two seminars in anthropology. His program centers on the training of teenage boys whose pattern of interaction with other people has led to their being excluded from school and in many cases rejected by their families. They are ordinarily at Rockland for a year or two, during which time they need an educational program as well as retraining in interactional patterns. The research program at Rockland has also set up a residential center at St. David's Church in the Bronx where discharges from the Rockland program can be helped to find a place in the community.

In 1969-70, the Center is helping to support Christopher Day, a research associate who will experiment with methods of literacy training for the boys at Rockland under the supervision of members of the Center. About half of the boys are reading at the first grade level or below. John M. Roberts, professor of anthropology, is also conducting a research program at Rockland which Day will also help coordinate. The Baldwins are helping plan the training program and with the help of Davis will assist the training in arithmetic as well as reading.

We are planning with Dr. Chapple a proposal for a combined sheltered workshop and educational program in the Bronx and in Harlem. The strategy of the program is to use the workshop as an inducement for boys who are doing poorly in school to join the program where they can earn money. The workshop would obtain contracts from various industries to provide the wages for the participants in the workshop. Such workshops are already established at Rockland. The educational program along with the training program in social interaction will be operated in connection with the workshop and the workshop program will provide incentives for the achievement of academic skills by providing better and higher paid jobs, contingent upon the achievement of a higher level of academic skill. We plan also to try to use the more advanced boys as tutors for the less advanced ones, and pay them for such tutoring as one of the jobs in the workshop. The educational program will be planned so that a well-motivated, normally intelligent boy can attain grade equivalence in a two-year period, thus the boy can be given some clearly attainable goals in the academic area with some assurance that he can achieve them if he wants to and tries to.

The plans for the program and the detailed supporting data are not yet complete, but there is evidence that some literacy programs, the Laubach program, Continued on Page 11

Fuds At Home



SIX-YEAR PH.D. PROGRAM — Members of Six-Year Ph.D. Program, commonly called "fuds," relax in their room at Cornell Residential Club.

Six-Year Program

Continued from Page 1

only class that has reached the graduate level, the program apparently appears to be a failure.

A report on the program released earlier this year by Stephen M. Parrish, former director of the Six-Year Ph.D. Program, revealed a high rate of attrition in the Class of 1969, but a fairly low rate of attrition in the following three classes.

Seznec also said the Ford Foundation was very interested in the program when it began, but apparently the Foundation's interests have changed.

The Ford refusal will not affect the status of the students now in the program. The original plan, Seznec said, will continue until the last of the program's

participants has completed a six-year program.

Seznec said he hoped to be able to make some arrangements to obtain funds to continue the program's seminars instead of following the plan to diminish their number.

He also said that Ford Foundation representatives have agreed to visit Cornell in February. Seznec said he hopes the representatives will talk to many of the Six-Year Ph.D. students and perhaps attend some of their seminars.

Research Programs Available

Information on the following programs for 1970-71 has been received by the Office of Sponsored Research, 123 Day Hall, and can be seen there at any time:

(1) National Research Council Resident Research Associateships (Postdoctoral and Senior Postdoctoral) in engineering, life, mathematical, and physical sciences; applications due Feb. 6, May 15, Aug. 15, Oct. 31, 1970.

(2) National Research Council Postdoctoral Research Associateships in basic and applied natural sciences; applications due Feb. 6, 1970.

(3) Air Force Office of Scientific Research/National Research Council Postdoctoral Research Program; applications due Jan. 15, 1970.

Although the Office of Sponsored Research has information on these programs, application forms and requests for further information must be obtained from the Office of Scientific Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington, D. C. 20418.

Spring Term Registration

Registration for continuing students is scheduled for Friday, January 30. Registration materials will not be mailed and will be available January 12-20.

Students in the College of Arts and Sciences, the New York State College of Agriculture, basic engineering and the Graduate School may pick up registration material in the Office of the Registrar, 240 Day Hall. Students in other divisions may get material for registration at their school offices.

Trustees Name Medical Dean

Dr. J. Robert Buchanan has been named dean of the Cornell University Medical College in New York City by the University's Board of Trustees. He succeeds Dr. John E. Deitrick, who retired June 30 after 12 years as dean.

Since Dr. Deitrick's retirement, Dr. Buchanan has been acting dean of the Medical College. Before that, he was associate dean for administration for four years. Dr. Buchanan had been appointed to the new post of vice president of The New York Hospital-Cornell Medical Center, but the appointment was rescinded so he could accept the deanship.

Dr. Buchanan has held various positions in the Medical Center since 1954. He is a clinical associate professor of medicine at the College and an associate attending physician at The New York Hospital.

A native of Newark, N.J., Dr. Buchanan earned his undergraduate degree at Amherst College in 1950. After graduating from the Cornell University Medical College, he completed his internship and residency at The New York Hospital. He served in the U.S. Army from 1958 to 1960, first in Korea and later at the Patterson Army Hospital in Fort Monmouth, N.J. He is a member of several medical and scientific organizations.

Founded in 1898, the Medical College is part of the 21-building complex which houses The New York Hospital-Cornell Medical Center. Besides the college and the hospital, the center includes the Westchester Division of The New York Hospital, the Graduate School of Medical Sciences and the Cornell University-New York Hospital School of Nursing.

Be Kind

to a

Lanky Editor

Fill Out the Chronicle Survey
Page 2

Filing for Social Security? Tips on Things to Take Along

The Personnel Department says a question often asked these days by persons preparing to file for Social Security benefits is "What should I bring with me to my Social Security office?" The answer of course depends on the type of claim you are making. In any case you should always bring your Social Security card.

If you are filing for retirement, or Medicare benefits bring a record of your age established early in life. For Social Security purposes old records are generally the best records. The best evidence is a birth certificate or hospital record established during the first few years of life and certified by the custodian of the record. A church baptismal record which shows your date of birth and was established soon after birth is also acceptable.

In some instances these records are not available, especially in cases of persons born in a foreign country. If you are unable to furnish one of the above records, furnish whatever record you can. Social Security will help you if you are having difficulty in securing the proofs you need. Some records which might be available are: school records, a church record showing the date of birth or age, a State or Federal census record (established near your birth), a statement signed by the physician or midwife who was in attendance at birth as to the date of your birth, a Bible or other family record, an insurance policy which shows your age or date of birth, a marriage record showing age or date of birth, a passport, an employment record showing your age, a military record, a delayed birth certificate, and a child's birth certificate which shows the age of the parent. Other records may be an immigration or naturalization record, voting or registration records, and licenses, to mention a few. Remember the older the record the better.

It is important that widows bring their marriage certificates with them. These can be secured from the church you were married in or from the clerk of the court in the city or county where the marriage license was obtained, or the Bureau of Vital Statistics of the state in which you were married.

When filing for survivor benefits you need a death certificate. If you are also applying for the Lump Sum Death Payment, and any part of the burial expenses have been paid, you need an itemized receipted funeral bill showing the total cost, with the dates and the amount of each payment and by whom paid. The bill should be signed by the funeral director or by the person to whom the money was paid. If you are the widow or widower and were living with your spouse at death you do not need a funeral bill. An

application for the Lump Sum Death Payment must be filed within two years of the date of the wage earner's death.

If you are filing for disability benefits know the names and addresses of doctors who treated you, and the names of hospitals or clinics you have visited. Hospital and clinic numbers are important. Dates of treatment and visits should be provided. Be prepared to give the names and addresses of employers and dates worked in the fifteen years prior to the disability.

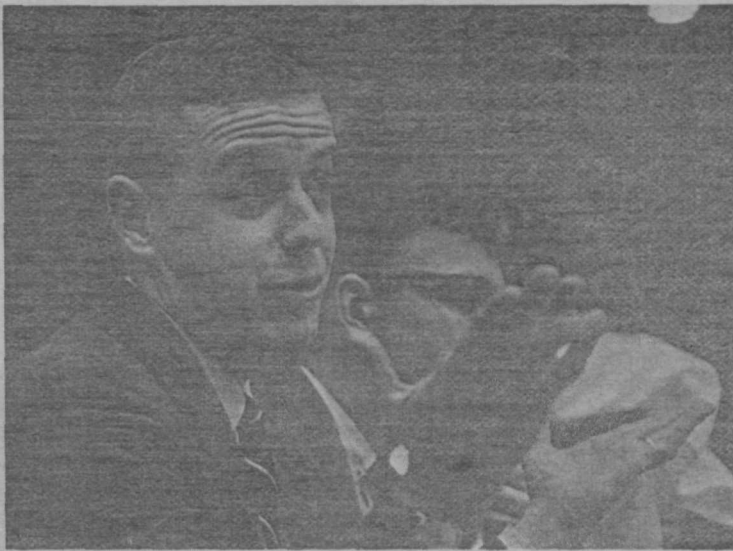
When filing for your children you always need proof of their birth.

If you have any doubt about the records you require contact a Social Security office to discuss the matter. They will be glad to review the situation with you. If you are having difficulty in securing these records they will assist you in obtaining them. Being prepared when you file your claim may mean early cash payments for you and members of your family and reduce the need of making second visit to the office.

In The Marinero Manner



EDWARD F. MARINARO, sophomore back, New Milford, N.J., School of Hotel Administration. 1.) second in the nation in rushing with 1,409 yards in nine games. (Heisman Trophy winner Steve Owens of the University of Oklahoma was first with 1,523 yards.) 2.) first in the nation in rushing yardage per game with a 156.6 per game average. 3.) set Ivy League single season rushing record of 1,002 yards. 4.) set Ivy League single game rushing record, 281 yards against Harvard. 5.) matched Ivy League touchdown and point record in a single game, five touchdowns and 30 points against Harvard. 6.) broke Cornell record for touchdowns in one season with 14. 7.) All-East first team. 8.) All-Ivy first team. 9.) Associated Press All-America third team, only offensive back in East so honored. 10.) led nation in rushing yardage for four out of ten weeks of 1969 season.

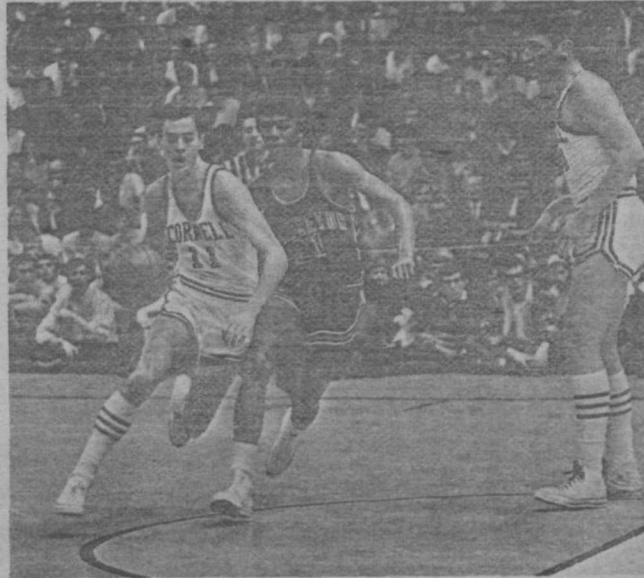


Winning or losing, a coach runs the gamut of emotion... from downright disgust, through wonderment mixed with pleasure, to a bit of good counsel.



Arsenic and Young Lace

Cornell basketball coach Jerry Lace looks as young as his players. Just starting his second season as head coach of the Big Red quintet, Lace has run into some early trouble as the Cornell five dropped its first three games, losing to Colgate, Army and last night to Syracuse. In this photographic profile, Cornell Chronicle looks at the frustrations and the joys of coaching. Confidence and enthusiasm are still Lace hallmarks in the face of initial adversity in the present campaign.



Paul Frye, 6'-0", shown here driving for a basket, and the Cornell "big man," 6'-5" Bill Schwarzkopf (right), are mainstays of Lace's 1969-70 quintet.

A Conversation With the President

Continued from Page 9

presumably, at the next meeting of the faculty. (See Page 4 of this issue of Cornell Chronicle.)

Q: As President, were you involved in discussions with the Department of Defense or other governmental agencies on this question?

A: Let me begin by stating my own beliefs about officer education. In the first place, I believe that there is going to continue to be a military force in this country and that it is important to have as much civilian influence, at all levels, on that force as possible. This civilian influence can be exerted, in part at least, through officer education in universities. But I also believe that the role which the university should play should be through normal academic programs, the kind of academic program that the University knows how to do. In looking to the future of ROTC on this campus or other campuses, there are several considerations. In the first place, from the random selection of student opinion that was supplied, before the faculty acted, 67 per cent of the students indicated they believed officer education should continue in some form. But only 16 per cent indicated that ROTC should continue just as it is at present. The second consideration is the rapid decline in student interest in ROTC all over the country. For example, with the Army ROTC nationally, the number of new freshmen cadets, this year, is somewhere around 27 per cent fewer than last year and I think that if the military continues to rely on officer education in the universities as they certainly want to do, then they are going to have to think about modifying the program to make it more attractive to students. It seems to me that the draft lottery system will only accelerate the decline in student interest. Those who feel safe from the draft will probably, by and large, not be interested in ROTC. So, with all these considerations in mind, it seems to me that there is going to be a great deal more consideration of officer education in the future. Consideration, not just at Cornell and in other universities, but also in the military services. I propose to explore the possibilities. I've had some correspondence with the Department of Defense officials concerning the problem. I have attended one meeting at which it was discussed and I expect to have at least a preliminary conversation on the possibilities with the officials in Washington at an early date. I don't know what will come of these discussions.

Q: As someone concerned with all aspects of Cornell activities, what do you feel the prospects are for the Cornell basketball and

hockey teams this season?

A: I'm not an expert on these subjects. I did go to a hockey game the other night and saw Cornell avenge itself against RPI rather handily, so the prospects look fairly good. I would say, for the hockey team. I would have to withhold judgment about basketball, until, and if, I see them play.

Education Research

Continued from Page 9

for example, can teach an adult to read effectively within a year provided the motivation is there. There is a mathematics program in Detroit based upon the problems that arise in repairing household appliances. One program in New York City utilized computer training as the incentive. The student began with key punching that involves little academic skill and gradually moved to simple programming and then more advanced work as his academic skill increased.

If such a program can be established, it will not only be valuable in itself but will also help provide a setting in the central city where other research activities of Cornell faculty can be carried out and also where Cornell students can learn the realities of the problems in ghetto areas. It is thus a step toward an urban branch of the Center in an important urban center.

4. Post Doctoral Fellowships
Several of the graduate

students and research associates in the Center have completed or are about to complete their Ph.D. in some field like chemistry, engineering, or mathematics. The Center proposes to establish a small postdoctoral program with Carnegie funds for 1970-71 and offer these fellowships on an open competitive basis. We hope to obtain a training grant for the continuation of such a program.

5. Training Grants

We are planning to make application for a pre-doctoral training grant this year, which will be designed for graduate students in mathematics who want to go into educational research. Such students will take the usual predoctoral courses in mathematics and also obtain training in empirical research methods and in working with children. Cornell has the facilities to provide such a combination of training and can do so on a small scale even without a training grant.

Sage Notes

Applications for fellowships for continuing graduate students are now available in the Fellowship Office, Sage Graduate Center. The deadline for filing the completed application is February 1, 1970.

The following is part of a news release concerning the tax status of assistants: "Cornell University's application aimed at obtaining for teaching assistants the same tax exemption now accorded research assistants has been refused by the Internal Revenue Service. The rejection followed an extensive effort by the University to gain an exemption from withholding taxes on stipends paid to teaching assistants for teaching done as part of degree requirements. On the other hand, the exemption the University obtained for research assistants in April, 1964, remains valid, according to the University Counsel's Office."

Merry Christmas,
Chronicle Man

Here's Your Survey Back
Page 2

Calendar

December 11-17

Thursday, December 11

11:15 a.m. National Institutes of Health (NIH) Biophysical and Bio-organic Chemistry Lecture Series. "Mechanisms for Catalysis of Enzymatic and Chemical Reactions." William P. Jencks, professor, Brandeis University. Clark 700.

2:30-4:30 p.m. Cornell Campus Club tea. (Attendance limited to those eligible for membership.) Cornell Glee Club. Thomas Sokol, conductor. Foyer, Statler Auditorium.

3:30 p.m. Panel discussion. "Cuba: A Decade of Revolution." Speakers: Luis Aguilar Leon, professor, Georgetown School of Foreign Service; Edward Boorstein, visiting professor; and Carmelo Mesa-Lago, professor, Center for Inter-American Studies at the University of Pittsburgh. Moderator: Joseph Kahl, professor, sociology. Cuban Student Society and the Latin American Studies Program, co-sponsors. Memorial Room, Willard Straight Hall.

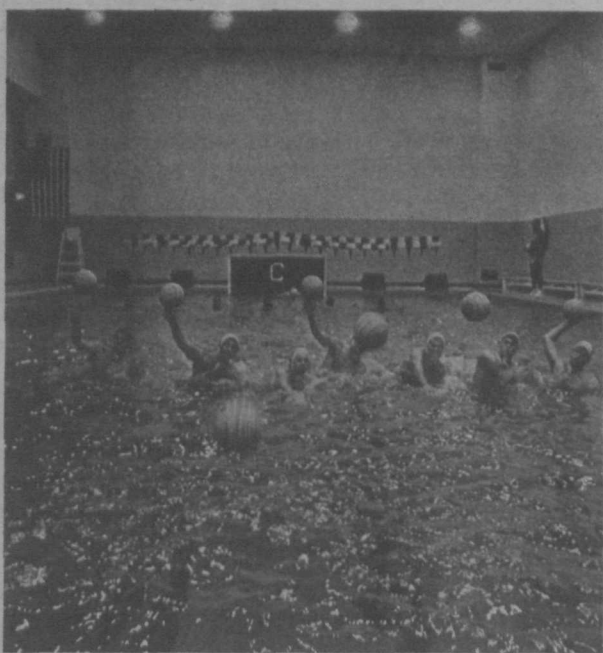
4:30 p.m. Joint seminar. "Population Growth and Efficiency Phenomena Centering around the Optimization of Predator Prey Interactions." Lawrence Slobodkin, professor, Department of Biology, State University of New York at Stony Brook. Center for Applied Mathematics, and Section of Ecology and Systematics, cosponsors. Warren 45.

7:30 p.m. Film *Alexander von Humboldt*, in German with no English subtitles. Division of Modern Languages, sponsor. Kaufmann Auditorium, Goldwin Smith Hall.

7:30 p.m. Lecture. "The Black Artist and White America: Assimilation or Black Culture?" LeRoi Jones, playwright, poet, and author. University Lectures Committee, Graduate School of Business and Public Administration, Africana Studies and Research Center, Willard Straight Union, and Department of English, sponsors. Bailey Hall.

8:15 p.m. Biology colloquium. "Political Aspects of Applied Ecology." Lawrence Slobodkin, professor, Department of Biology, State University of New York at Stony Brook. Ives 120.

8:15 p.m. *University Theatre production. *The Changeling*. University Theatre, Willard Straight Hall.



Friday, December 12

4:30 p.m. Studio performance. Cornell Dance Club. Helen Newman Dance Studio.

7 and 9:25 p.m. *Films. *Thoroughly Modern Millie* (7 p.m.). *Born Free* (9:25 p.m.). (Attendance limited to Cornell community.) Cornell Cinema Society, sponsor. Ives 120.

8 p.m. *Freshman hockey. St. Michael's. Lynah Rink.
8 p.m. *Cornell University Cinema. *2001: A Space Odyssey*, directed by Stanley Kubick, with Keir Dullea and Gary Lockwood. Statler Auditorium.

8:15 p.m. *University Theatre production. *The Changeling*. University Theatre, Willard Straight Hall.

Saturday, December 13

1 p.m. Varsity fencing. University of Buffalo and Navy. Teagle Hall.

1 p.m. Freshman fencing. University of Buffalo. Teagle Hall.

1:30 and 3 p.m. *Wrestling. Freshmen and varsity vs. Lehigh. Barton Hall.

2 and 7 p.m. *Hockey. Varsity vs. Yale (2 p.m.). Freshmen vs. Milton Jr. B (7 p.m.). Lynah Rink.

2:30 and 8 p.m. *Cornell University Cinema. *2001: A Space Odyssey* (see Dec. 12). Statler Auditorium.

2:30 p.m. Studio performance. Cornell Dance Club. Helen Newman Dance Studio.

6:15 and 8:15 p.m. *Basketball. Freshmen vs. Canton. Varsity vs. Columbia. Barton Hall

7 and 9:25 p.m. *Films. *Thoroughly Modern Millie* and *Born Free* (see Dec. 12). Ives 120.

8:15 p.m. *University Theatre production. *The Changeling*. University Theatre, Willard Straight.

8:15 p.m. *Varsity polo. University of Connecticut. Cornell Riding Hall.

Sunday, December 14

11 a.m. Sage Chapel service. The Reverend Edward A. Tulis, Episcopal clergyman; research associate, Center for Research In Education; and doctoral candidate in the Department of Human Development and Family Studies.

2:30 and 8 p.m. *Cornell University Cinema. *2001: A Space Odyssey* (see Dec. 12). Statler Auditorium.

6:30 p.m. *Philippine Dinner. Guest Speaker: Rafael M. Salas, former Philippine Executive Secretary. Cornell Filipino Club, sponsor. One World Room, Anabel Taylor Hall.



8:15 p.m. Sage Chapel Christmas program. Sage Chapel.

8:15 p.m. *University Theatre production. *The Changeling*. University Theatre, Willard Straight.

Monday, December 15

2 and 7:30 p.m. Meeting of Constituent Assembly. Discussion on proposal for University Senate (2 p.m.); Reconvene at 7:30 p.m. for voting. Bailey Hall.

7 and 9:05 p.m. *Films. *The Loved One* (at 7 p.m.); and *Bedazzled* (at 9:05 p.m.). (Attendance limited to Cornell community.) Cornell Cinema Society, sponsor. Ives 120.

7 and 9:15 p.m. *Cornell University Cinema. Last of a four-program subscription series. *Monsieur Verdoux*, directed by and starring Charles Chaplin. Drummond Studio, Lincoln Hall.

8:15 p.m. Lecture series. Biology & Society. "Physiological Problems: The Biological Effects of Crowding." Harrison W. Ambrose III., assistant professor, Biology, Neurobiology and Behavior. Statler Auditorium.

Tuesday, December 16

11:15 a.m. National Institutes of Health (NIH) Biophysical and Bio-organic Chemistry Lecture Series (see Dec. 11). Clark 700.

7 and 9:05 p.m. *Films. *The Loved One* and *Bedazzled* (see Dec. 15). Ives 120.

8 p.m. *Freshman Hockey. Oswego. Lynah Rink.

8:15 p.m. Student Recital. Barnes Auditorium.

8:15 p.m. Lecture. "San Francisco College: Lessons on Dissent." S.I. Hayakawa, president, San Francisco State College. Cornell Conservative Club and Cornell Forum, sponsors. Bailey Hall.

9 p.m. Lecture. "Charrette: Power to the People." Thomas Clary, economist, city and school-planner, and Thomas Dwyer, architect and school-planner from Washington, D.C., will speak on effective community organizing. Telluride House, sponsor. Telluride House, 217 West Ave.

Wednesday, December 17

4 p.m. International Agricultural Development Seminar. "Problems and Progress in Stimulating Worldwide Cacao Production Through the Efforts of



Industry." Ernest P. Imle, director of research, American Cocoa Research Institute. Emerson 135.

4:30 p.m. *Varsity Swimming. Fordham. Teagle Pool.

8 p.m. *Film. *The Sand Pebbles*, with Steve McQueen. (Attendance limited to Cornell community.) Cornell Cinema Society, sponsor. Ives 120.

8:15 p.m. *University Theatre production. *The Changeling* (see Dec. 14).

8:15 p.m. Lecture. "The Breakdown of Disciplines vs. the Breakdown of the University." J. Robert Schrieffer, professor of physics, University of Pennsylvania. Andrew D. White Professors-at-Large Program, sponsor. Kaufmann Auditorium, Goldwin Smith Hall.

Exhibits

ANDREW DICKSON WHITE MUSEUM OF ART. *Kandinsky Watercolors* (closes Dec. 14). *Prints for Purchase* (closes Dec. 14). *Contemporary American Paintings from the Museum Collection* (Dec. 16-Feb. 1 except Dec. 24 to Jan. 5 when the museum is closed to the public.) Hours: Tues. through Sat., 11 a.m. - 5 p.m.; Sunday 1-5 p.m.; closed Monday.

JOHN M. OLIN LIBRARY. Rare Book Room, Gallery and Lower Level: *A Century and a Half of French Illustrators*. History of Science Collections: *Viscum album*.

URIS LIBRARY. *A Century and a Half of French Illustrators*.

LAW LIBRARY. MYRON TAYLOR. *Personalities Behind the Portraits in the Library Reading Room*.

GOLDWIN SMITH GALLERY. Students' Graphics Sale (closes Dec. 19).

VAN RENSSELAER ART GALLERY. Weaving Exhibit from Del Sol Weaving Project, Taos, New Mexico. Items may be purchased from exhibit (closes Dec. 17).

McGRAW HALL. (second floor, center wing) *Excavation of a Slave Cabin, Georgia, U.S.A.* (closes Dec. 15).

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

*Admission charged.

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

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