

Council Defers CURW Action

The Administrative Council of Cornell United Religious Work (CURW) has referred a report of its subcommittee on CURW—University Relations to the CURW Board and other campus groups and persons for their consideration and recommendations. The full report of the subcommittee is printed on Page 10 of this issue of Cornell Chronicle.

The CURW Council said it will not act on the matter before March 15, 1970. The decisions to withhold action until March 15 and to refer the report to the CURW Board and others were made in the form of resolutions passed by the Council.

The CURW Council was created in 1956 to be responsible for the supervision of Anabel Taylor Hall and for the policies and administration of CURW. The Council was designed to promote at Cornell a climate in which all students, including those in various religious groups and those without religious affiliation, will have freedom to practice their respective faiths, to worship in accordance with their religious convictions, to inquire

concerning religious problems, and to cooperate with the University in promoting student welfare.

Ex officio members of the Council include the University President or his representative, the CURW director, the Dean of Students, one other person from the administration appointed by the President and the student vice chairman of the CURW Board. CURW Council members include two members of the University Board of Trustees elected by the Trustees; members of the faculty and one alumnus appointed by the President, one member from the chaplains' staff elected by the chaplains, and three members to be elected by the denominations in CURW. All are named for two-year terms. The President, or someone designated by him, is chairman of the council.

The President has appointed as the two members from the University faculty, the present chairman of the CURW Board, Tom E. Davis, professor of economics; and the immediate past chairman of the CURW Board, Ralph Bolgiano, Jr., professor of electrical engineering.



FOOD FOR THOUGHT — Cornell United Religious Work (CURW), as a ministry to a university community, has afforded the opportunity for dialogue on religious and social issues as well as for formal practice of religion and social action.

Trustee Statement

The University Board of Trustees, meeting in Ithaca over the past weekend, issued a statement following its deliberations on the Report of the Special Trustee Committee on Campus Unrest, the Robertson Report.

The statement reads:

"The Board of Trustees at its meeting of September 5, 1969 received with deep appreciation the Report of the Special Trustee Committee on Campus Unrest at Cornell, and assured both the Committee and the University community that the recommendations of the Committee would be carefully considered and acted upon as a matter of urgent priority.

"The Board is pleased to

note the many steps that have already been taken to carry out recommendations in the Report of the Committee, with respect to discipline and the judicial system, COSEP and Afro-American Studies, academic freedom, and communications.

"The Board further notes the clarification of the intent of the Committee that the COSEP program be fully supported and confirms the Board's support of the program.

"With respect to the remaining recommendations of the Committee, the Board directs the administration and the Executive Committee to determine promptly what actions should be taken."



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Survey Shows 'Ground Swell' Of Unrest for Many Reasons

It was no small minority of students whose feelings were reflected in student unrest on the Cornell University campus last Spring.

In fact, there was a "ground swell" of unrest among students, for many reasons, according to a survey undertaken at the request of the University's Board of Trustees to get at the causes of the April disorder.

While the survey is very wide-ranging and was conducted in an open-ended manner, to give those surveyed an opportunity to express themselves, it zeroes in very directly on the issues that led to last spring's troubles.

Interviews were conducted by Douglas Williams Associates of New York City for the Special Trustee Committee on Campus Unrest at Cornell, which has already published its findings on the April crisis. Representative samples of 200 students, 100 faculty, 30 administrators, 300 alumni and 20 trustees were interviewed during July and August.

Portions of the survey are printed in this issue of Cornell Chronicle starting on Page 4.

Among the findings of the survey are:

—The basic reasons for student unrest go beyond the Cornell situation. The dissatisfaction is believed to stem from a "malaise" over still broader social problems in the country. Also, there is a strong tendency among students to be disappointed in the educational process, feeling that too many teachers are preoccupied with their research and spend relatively little time interacting with students.

—One of every five of the students questioned about protests and expressions of dissent said they are normally non-violent, but "approve violent or disruptive protest under exceptional circumstances if it is the only way to make a point in an urgent situation." The survey firm says, "This is, indeed, a serious finding." To the same question of protest, 58 per cent said they accept protest if it doesn't interfere with the rights of others and is non-violent. Only two per cent approved violent protest as a general principle, and only 3 per cent rejected all forms of protest.

—Six of ten faculty members questioned stress the right of the teacher to teach according to his

own judgment. There is strong acknowledgment of this principle among the other groups, but they also emphasize that academic freedom is a two-way street, with the students having their rights, too.

—In response to the question

about the extent to which crises should be handled by outside authorities, the largest proportions said such matters should be handled within the university structure. The faculty

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EVIDENCE OF UNREST — Attitude survey commissioned by the Special Trustee Committee on Student Unrest at Cornell zeroes in on issues leading to April disorders.

Restructuring Plan Calls For Transfer of Decision-making

A plan for restructuring Cornell University in which students, faculty and employees would make administrative decisions with the University Board of Trustees serving as advisors, has been presented to the Cornell Constituent Assembly.

The plan, which is the third presented for a new method of governing the University, was drawn up by some members of the Assembly's Drafting Committee for a University Senate and other concerned delegates.

This plan published on page 3

of this issue of Cornell Chronicle, along with the others published in previous editions of Chronicle, will take top priority at the Assembly's future meetings, including those at 7:30 p.m. Sunday and next Thursday in Bailey Hall.

At its October 16 meeting, the Assembly voted that senate proposals would be first on the agendas of future meetings until a final proposal is accepted and can be submitted for final ratification by the University faculty, the student body, employees and the Board of Trustees.

Bulletin of the Faculty

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

University Faculty Meeting

At their meeting yesterday the University Faculty concerned themselves with a discussion of the report of the Special Faculty Committee on Military Training. Professor David L. Ratner, Law, chairman of the committee, explained how the group had reached the conclusions they had to the 300 or so faculty members present. There followed a series of speakers who spoke pro or con the report.

Some speakers noted that the report suggested keeping ROTC after reforming it, an idea which might indeed reflect the consensus of the faculty. Still, they pressed the committee to prepare a resolution whereby the Faculty could first vote whether or not to keep ROTC at all so that that question could be faced squarely once and for all. This the committee agreed to do.

Other speakers advised the faculty that they were concocting alternative schemes to place ROTC within the proper perspective on campus. One of these plans would envisage an all civilian taught pre-military programme designed along the lines of a pre-law or pre-med course. This plan would relegate purely military training, and the military for that matter, to some kind of off-campus summer or postgraduate programme based at a military reservation.

The subject of student in-put generated considerable heat. The committee explained that they had collected as much student opinion as was possible during last spring's somewhat frantic environment and then again during the summer. What student opinion there was

appeared to be as badly fragmented as faculty opinion. At least one speaker suggested that the faculty themselves, without student opinion, had to decide whether ROTC was a proper academic undertaking. Should the faculty decide that it was not, then the students would be very much involved deciding what kind of a substitute program, if any, they wanted.

The faculty listened intently to a law professor who warned them that, notwithstanding what stories were bandied about campus, the mere offering of a course in military tactics would not guarantee that Cornell would retain its status as a land grant college. The legislature in Albany had considerable discretion in these matters and could, having had enough of Cornell, designate another university to become the state's land grant college. Indeed, this had been done in several other states.

After considerably more discussion, the Faculty agreed to meet again in several weeks to act upon the report. The precise date was left to the discretion of the Dean of the Faculty.

In other matters, the Faculty approved a slate of nominees to be elected to various faculty committees. The list of nominees appears elsewhere in this Bulletin. They also adopted the motion proposed by the calendar committee which likewise appears in this Bulletin. They lastly approved the use of S-U grading in several studio courses in the art department in the College of Architecture, Art and Planning.

Report of the Calendar Committee

The Committee will move the following resolution: Resolved, that the calendar for 1970-71 have exactly the same structure as the present calendar, with the first day of instruction coming on Monday, September 14.

There are two principal reasons for continuing the present calendar for next year. The first of these is that last Fall the Faculty authorized the creation of a sub-committee to study new calendars "with the goal of finding a suitable one which would start the first session reasonably after Labor Day and complete it before Christmas vacation." Although the Committee was "charged to report to the Faculty on the feasibility of such a calendar before the end of the present (1968-69) academic year," the events of the Spring made the completion of the sub-committee's work impossible. The sub-committee, under the chairmanship of Professor Hohenberg, is just now completing the design of a quarter-system calendar, which it will have ready to present to the full Committee within a few weeks at most. However, even if the proposed new calendar were to be adopted very soon, its academic implications are such that it could not possibly be put into effect before the Fall of

1971. Since we need a decision on the 1970-71 calendar right away and since, in accordance with the Faculty legislation, we shall want to look carefully at the sub-committee's proposal, it seems best to continue the present calendar for one more year.

The second reason for our decision is that the Constituent Assembly is just now engaged in formulating proposals related to the governance of the University; in particular, it is considering a detailed structure for a University Senate. It seems to be assumed in the Assembly, and widely accepted among other students and faculty, that jurisdiction over the calendar will pass to such a Senate or similar campus-wide body. If the proposed Senate is accepted by the Assembly (and necessary ratifying bodies) it should be in operation by the beginning of the second semester and prepared to consider long range calendar plans then. The present Calendar Committee feels that it would be inappropriate therefore for the Faculty to consider major calendar changes at this time. Our hope is that, however it is to be done, a firm decision on the 1971-72 and subsequent calendars will be made by early Spring of this academic year.

Paul Olum, Chairman

Committee on Nominations By-Election Slate of Nominees

For election as Secretary of the Faculty

William T. Keeton, Associate Professor of Biology, Neurobiology and Behavior, Biological Sciences

William W. Lambert, Professor of Psychology, Sociology, Anthropology, College of Arts and Sciences

For the Committee on Academic Freedom and Tenure for a 3-year term, 1 to be elected

Joel Silbey, Professor of American History, History, College of Arts and Sciences

S. Cushing Strout, Jr., Professor of English, College of Arts and Sciences

For the Committee on Student Affairs for a 2-year term, 1 to be elected

A. Reeve Parker, Assistant Professor of English, College of Arts and Sciences

John W. Wilkins, Associate Professor of Physics, Atomic and Solid State Physics, College of Arts and Sciences

For the Committee on Academic Integrity for a 2-year term, 1 to be elected

Herbert Mahr, Associate Professor of Physics, Atomic and Solid State Physics, College of Arts and Sciences

Thomas A. Ryan, Professor of Psychology, College of Arts and Sciences

For the Appeals Board, Academic Integrity for a 3-year term, 1 to be elected

M. H. Abrams, Frederic J. Whiton Professor, English, College of Arts and Sciences

David Novarr, Professor of English, College of Arts and Sciences

For the Appeals Board, Academic Integrity for a 2-year term, 1 to be elected

David Dropkin, Professor of Mechanical Engineering, Thermal Engineering College of Engineering

Howard L. Morgan, Assistant Professor of Operations Research and Computer Science, College of Engineering

For the Appeals Board, Academic Integrity for a 1-year term, 1 to be elected

J. Murray Elliot, Associate Professor of Animal Science, College of Agriculture

Ralph L. Obendorf, Assistant Professor, Field Crop Science, Agronomy, College of Agriculture

For the Boards on Student Conduct for a 3-year term, 1 to be elected

Russell D. Martin, Associate Professor of Communication Arts, College of Agriculture

Richard D. O'Brien, Professor

and Chairman, Neurobiology and Behavior, Biological Sciences

For the Boards on Student Conduct for a 3-year term, 1 to be elected

Arthur L. Bloom, Associate Professor of Biological Sciences, College of Arts and Sciences

Randall L. Jones, Assistant Professor of Linguistics, Modern Languages, College of Arts and Sciences

For the University Hearing Board for a 4-year term, 1 to be elected

Frederic Freilicher, Assistant Professor, Industrial and Labor Relations

Fred Slavick, Professor, Industrial and Labor Relations

For the University Hearing Board for a 3-year term, 1 to be elected

Margaret M. Gaffney, Assistant Professor and Counselor, Department of Academic Services, College of Human Ecology

Charlotte M. Young, Professor of Medical Nutrition, Graduate School of Nutrition

For the University Hearing Board for a 2-year term, 1 to be elected

Michael E. Fisher, Professor of Chemistry and Mathematics, Chemistry, College of Arts and Sciences

Peter C. Stein, Professor of Physics, Nuclear Studies, College of Arts and Sciences

For the University Hearing Board for a 1-year term, 1 to be elected

Boris W. Batterman, Professor of Materials Science and Engineering, College of Engineering

Walter R. Lynn, Professor, Environmental Systems Engineering and Director, Center for Environmental Quality Management

For the University Review Board for a 4-year term, 1 to be elected

Edwin B. Oyer, Professor and Head, Vegetable Crops, College of Agriculture

Richard G. Warner, Professor of Animal Science, College of Agriculture

For the University Review Board for a 2-year term, 1 to be elected

John W. DeWire, Professor of Physics and Nuclear Studies, and Associate Director, Lab of Nuclear Studies, College of Arts and Sciences

Edward S. Flash, Jr., Associate Professor of Public Administration, Graduate School of Business and Public Administration

Hull Memorial Fund Report

I have the honor to submit the annual report for the Committee of the Hull Memorial Publication Fund as required by the legislation of the Faculty.

The members of the Committee for the year 1968-69 were as follows: Francis E. Mineka, English; Archie R. Ammons, English; Allan Bloom, Government; Herbert Deinert, German Literature; Helmut Koenigsberger, History; Norman Kretzmann, Philosophy; James W. Marchand, German Literature and Cushing Strout, English.

In June, 1968, the balance reported in the Fund was \$36,614.09. The following grants were made during the year 1968-69: Pardee Lowe: German Noun Formation (Mouton & Co.), \$950; Donald Kagan: The Outbreak of

the Peloponnesian War (University Press), \$3,500.

The total expenditure for the year of only \$4,450 leaves an unusually large balance of \$85,781.35. An effort was made during the year to publicize, particularly among new and younger members of the Faculty, the availability of publication subsidies from the Fund.

As the original bequest directed that the Fund was to be "applied solely toward meeting the cost of printing and publishing ... scholarly works," the above grants were made on the basis of detailed publishing costs sent to the Committee by the publisher in each instance, and the money was paid directly to the publisher.

Francis E. Mineka, Chairman

Survey Shows

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was strongest (61%) on this point.

—More confrontation is expected on campus, ranging from manageable confrontations to widespread disruption. Surveyors say this very readiness for the advent of trouble may be a good thing, in the sense of assuring against an attitude of complacency. (They also point out that the questions were asked during July and August, and that the attitude climate at Cornell may be better now than it was then.)

—Some students interviewed felt that "Cornell Officialdom" wishes to understand students only to the extent necessary to prevent disruption on the campus — as contrasted with showing a bona fide interest in student thinking.

—The basic confrontation now is likely to be between students and faculty, rather than between students and administration, as students realize that their demands are resisted not by administrative decisions but by faculty traditions. A growing number of both faculty, students and administrators expect this.

The survey firm leads off its recommendations, based on its findings, by saying that Cornell should "take the initiative in meeting its problems; to think through a program, and carry it out — instead of reacting to events as they happen. In point of fact, of course, such action has already been started by the University."

"Of equal importance with the principle of taking the initiative," the firm says, "is the principle of listening. No individual or group can lead today unless they understand the beliefs and hopes, the motivations and feelings, of those they would direct. If leaders are unheeding of the attitude climate of their particular community, they will neither gain nor hold allegiance within the community."

Of the faculty, the firm says, "Faculty people see their role as crucial. However, there is a good deal of dispiritedness because they know how severely split among themselves they are; they recognize the difficulties of bringing about improvements in such an emotionally charged atmosphere; and they are keenly aware of how poorly geared for action — how unorganized — they are."

It recommends no "one-shot" task forces, but rather the idea that there be faculty representation on permanently operating working committees and groups, and that the faculty representation be large enough so that "their influence is real."

Surveyors noted that many faculty members mentioned the fact that there was no intermediate governing group between the small Faculty Council and their entire body.

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Survey Shows

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The survey firm recommended some intermediate "house of representatives."

The firm says that student sentiments had to do not only with the war, racial difficulties and their views on how the older generation handled social problems, but also with dissatisfaction regarding the educational process in general.

"There is a way to respond to this state of affairs in a very positive fashion. This is to involve the students themselves in the educational process. Give them — the ones among them who are the most able and the best motivated — a turn at working with the faculty committees who make the decisions, who do the planning, who bring about the changes, who do the managing of programs of education," the Williams firm says.

The report shows there is a "decided tendency" among Cornellians to approve of the idea behind the Committee on Special Educational Projects (COSEP) although some do so with qualifications.

COSEP was started at Cornell in 1963, when there were fewer than 20 black students at the University. As a result of an effort to bring culturally disadvantaged persons, largely blacks from the urban ghettos and the rural South, into the student body, there are about 300 blacks on campus this fall.

The favorable outlook by many persons on COSEP is "blurred by the shortcomings people see in how the program has been executed in practice," the report states.

"Among the faculty, in particular, the view was prominently held that COSEP lacked necessary subsidiary programs for remedial work, with resulting confusion regarding the lowering of standards; and also that there was too much handling of the program by the administration, with an insufficient opportunity given to the faculty to be involved," the report said.

Many students — 37 per cent — and more alumni — 59 per cent — indicated they had little or no knowledge of COSEP.

The biggest problem the firm found with alumni was lack of adequate information regarding

what's happening. It recommended "Cornell teams" be developed in Ithaca, with representatives from faculty, students and administration, and travel to metropolitan areas of high concentration of Cornellians to conduct day-long programs, probably on Saturdays.

It also recommended that members of the Board of Trustees come to the campus a day or two early occasionally for board meetings, for some give-and-take sessions with faculty, administrators and students.

The spirit that seems to underlie attitudes, and the outlook for the success of the Constituent Assembly, is that people would like to see it perform effectively. But as a practical matter they don't think it can, the report said. Some are very positive in their hopes, while others are flatly opposed. Members of the administration, in particular, were skeptical about the effectiveness of the Constituent Assembly. A high percentage — 74 — of the administration were either "somewhat skeptical" or "very skeptical" about the value of the Assembly. Nineteen per cent of the administrators were "somewhat hopeful" and none was "very hopeful" about the Assembly's accomplishment.

Responses to questions on the kind of revision needed in the University's judicial system varied from more student participation, through faculty assuming a stronger hand, to the administration assuming a stronger hand. Some persons stressed the importance of the representation of all parties.

As expected, the survey showed there is a great diversity of attitudes among the students.

"There are two noticeable gross trends, worthy of singling out," the report said. "More of the students designated as being towards the more active end of the scale (with respect to the issues covered in the survey) are the endowed colleges, as compared with the statutory colleges."

At the beginning of the report, the survey firm outlined its procedures in conducting the study.

It attempted to get representatives from both conservative and liberal faculty groups, and from all political divisions of the students. The firm said there was "unmistakeable resistance" from members of the SDS or any segment of black students to participate in the survey, although no official decision to refuse to take part ever was announced by either.

The average length of the interviews was 45 minutes, with many running well over an hour. Those conducted by telephone were at a pre-arranged time so that there would be plenty of time for discussion.

Douglas Williams, head of the firm, is a 1934 Cornell graduate, and spent about half the summer in Ithaca. The survey team included three Ph.D. graduates from Cornell and other members.

Third Senate Draft Seeks Cornell Community Senate

A draft proposal calling for creation of a Cornell Community Senate has been prepared for Constituent Assembly consideration. The proposal, the third draft proposal considered by the Assembly's Drafting Committee for a University Senate, is supported by a "group of concerned Constituent Assembly representatives." They are Gary A. Richwald '70, Joan E. Schmulker '70, Jan R. Lerner '72, Jake Rice '70, Kathryn J. Setian '70, Melville L. Bienenfeld, graduate student, Michael M. Farrin, graduate student, James H. Matlack, assistant professor of English, and Jerry D. Stockdale, assistant professor of rural sociology.)

PROPOSAL FOR RESTRUCTURING CORNELL UNIVERSITY

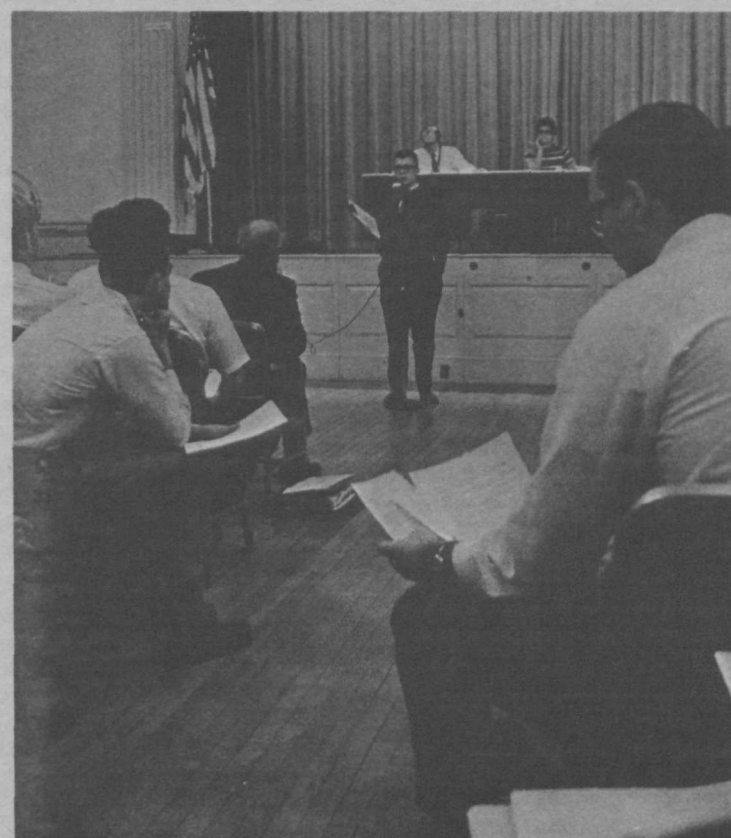
This proposal has been drawn up by a group of concerned Constituent Assembly representatives to provide for a significant and beneficial rearrangement of power at Cornell. Our model of how the university should be organized is based on the following premises:

1. The individual student and the individual faculty member should have the greatest possible amount of freedom, i.e. most decisions should be individual decisions.
2. Final power, in the case of the community decisions, should rest with the students, faculty and employees. It is our opinion that there is far more power in the hands of the central administration than most people will admit. The role of the central administration should be analogous to the role of a city manager. The administration would be responsible for most of the work of administration, and might exercise quite a bit of informal power, but the final authority would rest with students, faculty, and employees.
3. Furthermore, we feel that the present separation of the University's governance by the Board of Trustees from the Ithaca campus is an actual and psychological handicap to peaceful change within the university. Hence the power of the present Board of Trustees shall be reduced.
4. Certain powers shall be specifically reserved to the faculty.
5. We also recognize that there are serious but surmountable legal barriers to implementation of our proposed plan.

PROPOSED PLAN

The present Board of Trustees will become an advisory body, providing the Cornell community with frequent advice on matters in which they feel they have expertise: for example, fiscal matters, national and state relations, fund raising, etc.

Legal responsibility for Cornell University shall be shifted (by an amendment to or revision of the present charter) to a 15-member Ithaca based New Cornell University Council (NCUC)



SENATE DISCUSSION — James H. Matlack, assistant professor of English, one of the supporters of the newest proposal for restructuring the University, discusses other University Senate plans at a recent Constituent Assembly meeting. The various Senate plans will have top priority at future Assembly meetings.

composed of three trustees elected by the Board for terms the length of which is to be determined; three students elected by the student members of the Cornell Community Senate (CCS) not from the membership of the CCS for three year terms, one chosen yearly; six faculty members elected by the faculty, one nonacademic elected by the nonacademic employees; one resident of the County of Tompkins appointed by the Board of Supervisors; and one representative of the State of New York appointed by the Governor.

The NCUC shall have the power of final budget approval, confirmation of academic appointment and selection of central administration and academic deans. The NCUC shall also decide all disputes between the CCS and the various colleges and centers over realm of jurisdiction. All other powers are delegated to the CCS and various colleges.

CORNELL COMMUNITY SENATE

The Cornell Community Senate would consist of 162 members, half of which are elected annually. Any vacancies shall be filled by special elections. The membership may be as follows: category a-60 students (undergraduate to graduate in a 35:25 ratio); category b-75 faculty; category c-five trustees; category d-six nonacademic employees; category e-four nonprofessorial academics and two librarians; and ten others.

The Senate will be divided into 15 committees, each responsible for all University actions occurring under its jurisdiction. Each committee will have at

least one member of the central administration as an ex officio member. This member will be responsible to the committee for action taken by his office. Major policy decisions will be arrived at by committee action.

Each committee will prepare legislation as necessary and will present that legislation to the full Senate for consideration.

The Senate by constituency will choose a nominating committee composed of three students, three faculty, one trustee and one nonacademic employee and one nonprofessorial academic employee. This nominating committee will assign about 106 senators to the various committees tentatively on the following basis:

I. Committee on Sponsored Research and Research Centers (administrative counterpart - Vice President for Research and Advanced Studies) — a-2, b-3, c-0, d-0, e-2.

II. Committee on Graduate Education (administrative counterpart - Vice President for Academic Affairs, Vice President for Social and Environmental Studies) — a-3, b-5, c-0, d-0, e-0.

III. Committee on Financial Aids and Admissions Policy (Administrative counterpart — Director of Scholarships and Financial Aid, Dean of Admissions, college deans of admissions) — a-4, b-3, c-0, d-0, e-0.

IV. Committee on University Development, (Fund Raising), Alumni and Public Relations (administrative counterpart - Vice President for Public Affairs) — a-2, b-2, c-1, d-0, e-0.

V. Committee on the University Budget and University Investment

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Name Change

The Center for Afro-American Studies has been renamed the "Africana Studies and Research Center."

The action was taken by the University's Board of Trustees last weekend at the request of James Turner, director of the Center, and with the recommendation of University President Dale R. Corson.

Williams Reports on Cornell Attitudes

(Cornell Chronicle is reprinting a major portion of the survey conducted by Douglas Williams Associates for the Robertson Committee. A large amount of explanatory material is omitted due to space limitations. The complete report will be printed by the Office of University Publications and will be available in late November.)

Main Thrust of Findings—An Overall Statement

In addition to the fact that Cornell's attitude climate may be better now than it was in July and August — in view of the actions taken and the new semester under way — there is another potentially hopeful aspect in the situation. Cornell's problems have been well ventilated; they are out on the table. And there is no tendency towards complacency. It may well be that this very awareness that trouble can occur — but not wanting to see it happen — will act to head it off. There may be developed in the Community what could be called a posture of prevention.

Be that as it may, it is our responsibility here and now to report these findings as they emerged from the survey.

The main impact of the findings is:

— There is a good deal of apprehension regarding the future among the Cornell Community.

— There is a great deal of division; some between groups: students and faculty, for instance. Some within groups, such as the divisiveness characterizing different faculty groupings.

— People's evaluation of the effectiveness of various measures being taken, such as the Constituent Assembly, is not hopeful.

We are concerning ourselves with problems that are fundamental and serious.

Interpretive Summary of Attitudes* According To Subject Areas Covered

(*Bear in mind that, statistically, there is no overall Cornell total. The sample size selected for each group was adequate for that purpose; there is no way to combine them into a Cornell "average".)

STUDENT UNREST, PROTEST

The lead-off attitude question was: "Some people say student unrest reflects feelings of only a small minority and that these are greatly influenced by outsiders. Others say that there is a ground swell that characterizes the attitudes of large numbers of students who are really dissatisfied with the values and standards of the old generations. What are your feelings on this?"

(see chart titled *Extent of Unrest*)

In the tables all figures are percentages. Occasionally columns may not total a hundred due to rounding by the computer.

The tendency of all groups to regard student protests as a serious matter, to recognize the existence of a ground swell, is quite noticeable. Its least true of

the alumni.

There seems to be substantial agreement that the basic reasons go beyond the immediate Cornell situation. The dissatisfaction is believed to stem from a "malaise" (as some people termed it) over still broader social problems in the country. As one faculty member said: "The situation here is manageable, but our fate will be similar to the fate of the nation. National chaos leads to local chaos. Universities all over the land will close if national policies are not carefully guided."

However, there is another aspect of this discontent, and it is truly basic. The interviews with the students revealed that there is a strong tendency among them to be disappointed in the educational process. The opportunity to learn has fallen short of their expectations. The University has proven to be, in their experience, a very large place, an impersonal place. Too many teachers are aloof, preoccupied with their research, or devoting their teaching time to lecturing to large groups — relatively little time being spent in interacting with students. As one student said: "I'd say about thirty per cent of the students are dissatisfied about things that the leftists talk about. However, there is a widespread feeling of unrest related to faculty-student relations and to the general functioning of the University."

Actually, one faculty member put it most cogently when he said: "The scholarly game has become a business in which the students interfere."

The point to be remembered is: if in emphasizing student dismay over Viet Nam, and our domestic social problems such as racial conflict and poverty, we forget the dissatisfaction with the educational process as it is now being carried out, we will never solve the University's crisis. There will still continue to be protests, even if seemingly directed at other matters.

The next question asked was: "How do you feel about student protests? To what extent are various kinds of expressions of dissent justified?" The feeling of the students provide us with real food for thought.

(see chart titled *Justification*)

The most frequent answer, "accepts protest if doesn't interfere with rights of others" is a quite logical position to take, but not quite as clear-cut as might appear on the surface. There is disagreement as to what constitutes interference with the rights of others. For instance, some say that occupying a building would represent such interference, others say it would not.

However, the point of view which should occupy our attention here is the one under the heading of "normally non-violent, but approves violent or disruptive protest under exceptional circumstances — if only way to make point in urgent

situation". One out of every five students expresses himself in this vein.

On campus, there is a small, hard core of militants, dedicated to destruction. Their goal is to tear down, their method is to disrupt.

Another grouping would be those with perhaps some sympathy with some of the views (but certainly not all) of such militants, but not militantly minded themselves.

There are those, of course, at the opposite end of the pole from the militants.

And there are other groupings and shadings in addition to these. In these other groupings — apart from the small, hard core of militants — there are quite a few students who are in general alienated. They are alienated from the older generation, and at least somewhat alienated by their dissatisfaction with their educational experience in the University. Whenever the small, hard core can develop or seize on an issue which begets the sympathetic interest of students in the other groupings, they can quickly attract the support of the young people who, to begin with, are already somewhat alienated. Very soon, the numbers of the small, hard core are "swollen" enormously.

The point is, if in the general cross-section of students, there are a fifth already disposed to approve violent or disruptive protest under exceptional circumstances, this is indeed a serious finding.

COSEP* BLACK STUDIES PROGRAM

(*COSEP (Committee on Special Educational Projects), was established to increase the numbers of black students and members of other minority groups at Cornell University. It involves the recruitment and admission of minority group students, with special consideration given to criteria in addition to the standard academic predictors that would suggest the ability to perform college level work.)

As the following table shows, there is a decided tendency among Cornellians to approve of the idea behind COSEP, although some do so with qualifications.

"How do you feel about the concept and the theory of COSEP?"

(see chart titled *COSEP—Approval of Theory*)

(Here we can see a clear example of one of the trends among these groups — and that is for the administration to incline more strongly toward a "liberal" position on the issues on the Cornell campus.)

This attitude outlook towards COSEP by Cornellians in general is, however, blurred by the shortcomings people see in how the program has been executed in practice. Among the faculty in particular, the view was prominently held that COSEP

lacked necessary subsidiary programs for remedial work, with resulting confusion regarding the lowering of standards; and also that there was too much handling of the program by the administration, with an insufficient opportunity given to the faculty to be involved. Nearly two-thirds of the faculty are negative on scores such as these.

Many students (37 per cent), and more alumni (59 per cent) indicated they had little or no knowledge of COSEP.

Critics of how COSEP has been carried out in practice grant that everybody has learned much about the necessity of providing tutorial help, and social counselling to black students being transferred from urban areas to Ithaca — an essentially rural, affluent setting. And they grant that the recent rise in "nationalism" within the black community — separatism instead of integration — was not foreseen by many people. Nevertheless, because so many of the faculty feel they were not consulted on COSEP, or even kept well informed about it, they often tend to be more harsh in their indictment of the administration's handling of the program.

A majority of Cornellians approve of the idea of a Black Studies Program, although the minority expressions of disapproval, except for students, are quite heavy. A fourth of the faculty are on the negative side.

There is quite a tendency for people to be split — among groups and within groups — as to the degree of autonomy that should be granted to the Black Studies Program. The most frequent position taken is that it should have the same autonomy as other programs, but among all groups opinions range widely along a scale from "nearly complete autonomy" to "should not have much autonomy".

Following are faculty sentiments:

(see chart titled *Black Studies—Autonomy*)

This program seems to touch on all those faculty nerve ends which have been most frayed by the current Cornell tensions. Those who are most opposed to autonomy are afraid the decisions are being guided by "political expediency", and too much deference to social relevance, with a loss of academic soundness and faculty control. Their opposites see the intensity of the reaction against autonomy as white paternalism. They think the issue of academic freedom is relevant here — in the sense that some faculty are trying to prevent even the usual freedom extended to a new program.

BASIC PURPOSE OF THE UNIVERSITY

The following question was used to lead into the discussion of this point: "Some people say the purpose of the University is

to provide education for students, and insure the opportunity for research. Others say the University must relate more directly to today's problems, and function as a vehicle for social reform. What is your thinking on this?"

(see chart titled *University Purpose*)

These quotes from student interviews illustrate the extent to which outlooks can differ.

"A college education should be four years away from everything, a free time to experiment, to learn and to develop, unique to oneself, an awareness of what is important to you. I believe in the 'ivory tower' idea and that the university should not be directly involved in social reform."

"The university should be a forum for the exchange of ideas, and at the same time, because it is a place of learning and presumably understanding, the university should be at the vanguard of social change. To truly serve its function as an impartial critic, however, it is essential that the university divest itself of its ties with the military and the large corporations. At present, the integrity of the university is compromised. The purpose of education is to teach one to think, handle facts, and utilize the resources for one's discipline in solving problems."

"The university has a definite and unavoidable role to play in society and I want that role to be a constructive one, in particular to help the ghetto communities."

The most distinctive result emerging from this question, is of course the degree to which the faculty differ from the other groups; nearly half of them basically accept the first statement, compared to just over a quarter of the students and administration.

This issue is very much alive among the faculty today, and all shades of opinion are held:

"The university is for education. The search for the truth is incompatible with social reform. The university is too political already. . ."

"The University is not fitted to carry out social reform. But it should point to the need for it, provide tools and data for those engaged in it. If it tries to become a vehicle for social reform, it will become too political and its thinking will be dominated by short-term tactics."

"The university is a place to teach, learn and do research. These aren't possible in a vacuum. Meeting the needs of society is intermingled in a basic way with the above. The university influences all of society even if it doesn't intend to."

It should take care to do so in a positive way. The student should obtain a love of learning, not just in the abstract, but how to apply it in human situations, how to go about finding new facts, tackling

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new problems, and how to do the job."

"The university is a change mechanism but shouldn't be the base of action. It should focus on understanding and knowledge, its own situation and values. The university is a philosopher of change, not a manager of change. The university is a model of life in general, a time to formulate plans."

"I take a position between the two statements. I am against the 'ivory tower' concept. A university can't stand aside the mainstream, but at the same time a university must engage in education and research. A student should obtain a self-consciousness of what goes on in society and of what civilization has accomplished. He must become an effective thinking and evaluating instrument."

"The second statement is close to my ideas. It is important for individual members of the university to take concerted action. The university should be an integral part of the community and, for example, work to prevent pollution, not just do research. It should be a moral, humanist leader as well as a vocational service center."

This statement from an administrator demonstrates that these men are thinking and rethinking their own position on the issue. "I used to believe in the neutral university, but not any longer. The present generation of students has pointed out that the emperor has no clothes. The university never was neutral — in easier times, the university has always supported society. The university must now make choices, and I am prepared to make some. It would be insane for the university to get involved in a day-to-day politics, but if you get, for instance, into the problems of pollution in the cities, you are in politics. The university has no choice but to get involved at that level."

One gets the feeling, because of the full discussions (and disagreements) going on regarding the purpose of the university, that attitudes may be in the process of changing. One faculty member pictured his own dilemma by saying, "I guess I really believe very strongly in the first statement, but that is the kind of thing many other faculty are using to maintain the status quo, so I guess I'd prefer to identify with the second statement."

The strong emphasis so many of the faculty place on the academic and intellectual purpose of the university was reinforced by their response to a companion question: "What do you think students should obtain from their University education?" By far the greatest portion, 62 per cent, mentioned the role of intellectual experiences, ideas, and learning how to think, as compared with opportunities for

developing an enlightened social conscience, career skills, or maturity and aesthetic appreciation.

This question hit hard, or harder, than any issue into the sensibilities, the values and the motivations of the faculty. They are of course centrally involved in all developments on this front.

The following table is quite dramatic, in the way it reveals the differentiation in attitudes between the faculty, and the other groups: students, administration, alumni and trustees. Six out of ten of the faculty members stress the right of the teacher to teach according to his own judgment. There is strong acknowledgement of this principle among the other groups, but they also emphasize that academic freedom is a two-way street; the students have their rights too.

"The issue of academic freedom at Cornell has been much discussed in the recent past. What do you think is meant by academic freedom?"

(see chart titled *Academic Freedom—Meaning—Extent*)

The matter of academic freedom has had a polarizing effect on the campus. Some faculty members have experienced harassment and threats, themselves, or personally known of such cases. Others believe that at the least there has been an influence in the direction of "self-censorship" in what some people are willing to include in their lectures — such apprehension being a direct response to the coercive atmosphere they feel exists in Ithaca.

Then there are those who dismiss such reactions as emotional fabrication: a "thin-skinned, prima donna" reluctance to get involved in the real issues of the day, a drawing back from getting exposed to the challenge from students. (Among the administrators, nearly a third, 31 per cent, typify the emphasis on academic freedom as a "red herring, or convenient protective device, confused with status privilege.")

This issue has indeed had unfortunate reverberations. Faculty members who find themselves in disagreement on this particular score start imputing impure motives to each other. Good friends attack each other on ethical grounds. In the case of those who take extreme positions, it is as if one has to be entirely concerned with the preservation of academic freedom (and supposedly therefore for the status quo and against reform), or else as if one has to be totally committed to reform (and supposedly therefore blind to the vital importance of academic freedom, and that some developments at Cornell do threaten it).

Some quotes from the interviews will be helpful.

This administrator looked at both sides of the problem. "Academic freedom is freedom to follow one's own conscience and be responsible to the community. Balance is the issue.

The important point is that this freedom extends to everyone including the student. Academic freedom shouldn't become academic license. Responsibility to the community shouldn't mean conformity or sameness. The faculty focuses on academic freedom but forgets academic responsibility."

From the faculty:

"Academic freedom is infringed upon only when you are prevented from saying or writing something you want to say or write. But I don't think the requirement of tact, of sensitivity, for instance, to the feelings of a black student, or of a Catholic, or of a Jew, constitutes a constraint on academic freedom. No one has been prevented from saying anything so that academic freedom is not the real issue at Cornell today. Of course it must be added that a persistent climate of intimidation can hardly be conducive to the survival of an academic institution."

"Academic freedom is the right of a faculty member to explore the truth as he sees it, free from internal or external control and free from intimidation. Once a faculty member is appointed he should be protected by academic freedom. This principle has

history and government course being monitored for political content by unregistered outsiders is true. This is duress."

"Any society should maintain, and must be strengthened by, a body of men dedicated to rational thought and to the consideration of the evidence. A professor should be free to speak his mind but also committed to these procedures. This freedom, but necessarily coupled with this commitment, is academic freedom. I could only conclude during the April period that certain members of the History and Government departments were just plain "opinionated egotists". That is, their claims seemed arbitrary, unrelated to and unsupported by evidence. More often academic freedom serves as a rallying cry for the status quo than a meaningful phrase. There may have been some element in their claims with some validity. The presence of blacks in a class might have been perceived as threatening. But when will those people begin to understand black culture and begin to recognize that blacks want from the university the right to train a political leadership for the ghetto? Until their notion of educating the black man

is a responsibility not to waste time on untruth or indoctrination. Current emphasis on relevance carries with it a threat to academic freedom."

Earlier in the findings, the point was made that one factor underlying student protests was a disappointment in their educational experience. This has its relationship to the matter of academic freedom.

"Academic freedom has two parts, for the student and the teacher. The student shouldn't be able to dictate course content, but he certainly should have a voice. I believe that there should be more emphasis upon student evaluations at the same lectures year after year. Some teachers do not get tenure because they haven't published. If they are very interested in the Cornell academic community and make themselves available to it, they should not be let go."

"Academic freedom is the right of one to study what he wants to study if he is responsibly aware of what he wants to do when he completes his college years. This is an issue at Cornell, and it is the prime reason for unrest in the general mass of students."

It can be discerned from the interviews with students that along with their criticism and indictments of faculty behavior, they have a real respect for the institution of the faculty, what the faculty represents in the University — and also a real respect for many individual members of the faculty.

But, they feel let down. They have been disappointed too many times, too often members of the faculty do not live up to expectations. When students feel that the teacher is basically status quo oriented, that in fact he fears a confrontation, their resentment boils over into an anger against what they see as a man taking refuge in authority per se, rather than depending on his knowledge and ability.

At any rate, in assessing student attitudes, we must be aware of this intuitive orientation of respect for the faculty the student has — and the damaging extent to which it has been eroded.

Restructuring of the University

This body, and its work, represents such an explicit piece of action that was started in the spring, that the circumstances surrounding it could well be quite changed by now, and accordingly with attitudes towards it having altered.

At any rate, it is illuminating to inspect the level of knowledge, and state of attitudes towards the Constituent Assembly as of last summer.

"What are your opinions regarding the Constituent Assembly?"

(see charts titled *Constituent Assembly — Knowledge and Constituent Assembly — Approval*)

In particular, members of the Administration were skeptical of the effectiveness of the

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The Iceberg of NonViolence



NORMALLY NONVIOLENT — One of every five of the students questioned in the Williams survey about protests and expression of dissent said they are normally nonviolent, but "approve violent or disruptive protest under exceptional circumstance if it is the only way to make a point in an urgent situation."

protected our extreme radical professors in the past and ought also protect those who oppose these radicals. . . . The principle has not been defended here. They have given in to force."

"Academic freedom has been violated if what I hear about

includes a recognition of his priorities, it's pretty incomplete."

"I accept the AAUP definition of the right to teach and pursue research without interference from the administration, students, teachers, and outsiders. No censorship. There

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contribution it would be able to make.

(See chart titled *Constituent Assembly — Contribution*.)

What this one administrator had to say was fairly typical. "I have a wait and see attitude. I'm willing to give (the Constituent Assembly) a chance, but I'm not too hopeful anything will come out. The selection of members was as good as it could be, but that size group can't study and deliberate effectively. They tried to overcome that by adopting a task-force approach, but they represent even more divergent a set of views than the faculty, and you can't get the faculty to agree on anything. I'm a little cynical maybe."

The spirit that primarily seems to underline the attitudes, and the outlook for the success of the Constituent Assembly, is that people would like to see it perform effectively, but as a practical matter they don't think it can. Some, of course, are very positive in their hopes, while others are flatly opposed.

These quotes from the interviews reflect the range of opinions:

Faculty opposed:

"I do not have much faith in what it can do. Nothing is fundamentally wrong with the University. I really think that teachers should teach and research and students should study and learn. There is too much concern about government. They are becoming too introspective."

"The Constituent Assembly was created on an emotional foundation. When emotion passes, enthusiasm passes. It's a bad idea. It has no long range usefulness and is cumbersome."

"I am skeptical about the Constituent Assembly. The major areas of power in the University are finances and allocation of power, and academic standards. The trustees and N.Y. State keep control of the first and the faculty insist that they are responsible for the second. That doesn't leave much for the Constituent Assembly. It does take away some of the power of SDS. It might be useful as a feedback mechanism and opinion former."

Students opposed:

"I can't believe anything will come out of it. The issues will be lost because it is too large, too slow, and the people in it are too concerned with trying to please everyone."

"It is the blind leading the blind. It needs to be made up of people trained in educational reform, not those in the midst of the process."

"Regarding the Constituent Assembly, I was disgusted by how Barton Hall evolved into a Constituent Assembly. I think it's an unfeasible institution. Most of all I'd like to see greater involvement of students in their departmental affairs. I'm not very optimistic about the upshot of

the Constituent Assembly."

"The Constituent Assembly suffers from the crisis of legitimacy. How much authority does it have? I'm pessimistic about it. It's too unmanageable. The voter turnout was no good. The blacks can raise the same issues as before."

Faculty approving, or hopeful:

"The Constituent Assembly is doing the best it can over the summer, but its summer tasks are not critical ones. Many of us anticipate a turbulent fall in which the Assembly will have certain powers thrust upon it that it was never intended to assume. This is precisely because it is presently more representative than any other assembled body, so that when troubles comes they will inevitably be brought before the Assembly."

"It's one of the best things that has happened, however, it is very unworkable. There is a real problem of legitimacy. The faculty thinks it is really their bailiwick. They resent the students... On the other hand it is the first time that the different elements of the university, with its vast status differential, have met and debated."

"At the time the Constituent Assembly saved the day but its future prospects are at best uncertain. It has functioned as a safety valve, but it will also serve an educational function. Students who want student power will perhaps learn how complicated a place the university is."

"The Constituent Assembly is extremely valuable. It is a forum which involves students, faculty and administration together examining what the university is and how it should be run. The key here is that the broader base includes students."

"Restructuring is needed and there is a prime need for a faculty organization. The Constituent Assembly fulfills this need. I am fairly optimistic about it. It's a time consuming but useful forum. The students running it and exploring power is useful."

Students approving, or hopeful:

"It's a good idea if it doesn't get bogged down in its own bureaucracy. It's the first step toward a channel for student communication with the administration."

"The best way to understand the Constituent Assembly is to remember that it was set up by the present faculty, which is very jealous of its power. The Assembly is no more than an advisory body, and the administration and faculty are vastly over-represented. Some of the issues that people have started talking about in the Assembly are worthwhile, however."

"The Constituent Assembly needs streamlining. Tremendous numbers make it unwieldy. The theory is good. Students, hopefully, will come together with faculty and administration so they aren't strangers and there will be lasting peace. It will decrease outbreaks due to feelings of futility. I would

investigate special committees and cut them down unless they really intend to work."

"It is a source of pride for Cornell. It is grass roots democracy in action. Many small groups sprang up. But I'm skeptical because there might be apathy now."

JUDICIAL SYSTEM

As in the case of the Constituent Assembly, the explicit event taking place with respect to the Judicial System may have accounted for attitude change by now.

In July and August, the degree of knowledge, and evaluation of the Judicial System were as shown in the following table. As is clearly evident, the assessment of the System differed widely — among the groupings, and also within them.

"What are the main things you want to say regarding the Judicial System?"

(see charts titled *Judicial System — Knowledge and Judicial System — Evaluation*)

The ideas for the kind of revision needed varied from more student participation, through the faculty assuming a stronger hand, to the administration assuming a stronger hand. Some people stressed the importance of the representation of all parties.

Interestingly, not all who recommended revision felt the present system was, in itself, weak. But, these did take the position that because of an unfortunate combination of events, it had lost its sense of legitimacy; and therefore would have to be changed, because any political system does need such legitimacy.

In response to a probe question about the extent to which crises should be turned over to outside authorities, the largest proportions emphasized their belief that such matters should be handled within the University structure. Among the groups making up the sample, the faculty express this point of view most strongly (61 per cent.)

EXPECTATIONS OF THE FUTURE

The final attitude question was: "Would you tell us how you size up the situation at Cornell?" During the summer there was a posture of readiness on the part of many to see trouble again come to Ithaca.

(see chart titled *Future*)

As brought out earlier in the findings, this very readiness for the advent of trouble may be a good thing — in the sense of assuring against an attitude of complacency.

A sampling of the ways in which people expressed themselves in the interviews will reveal their deep sense of involvement in Cornell's affairs. Even if their outlook is one of anxiety, the feeling or close identity they have with the University is, of course, a strong plus in the picture.

Faculty:

"The faculty isn't up to handling the issues. There is too much anxiety and vague

hysterical anticipation. They are running scared. When educated people in positions of power are doing that, you get worried yourself. The Administration has been cooler and more lucid than the faculty. The last faculty meeting was appalling. So much energy and emotion and time is spent in fear and suspicion and personal accusation... I feel we are in for bad trouble. Basic problems are so pervasive in this country. We're in for real trouble in America — with no great hope for renewal — only unpromising violence. Cornell is involved in this."

"The basic problem? Faculty must learn how to act and make decisions. Till then no problems will be solved. Faculty hasn't been listening or reacting in a rational way... There is much bitterness and suspicion among the faculty. People feel threatened now... People who were liberal have done a complete about face, are now concerned about faculty prerogatives. The basic problem is that nobody listens any more to one another. We never get to a discussion of the issues, only to 'principles' and formalities... I'm pessimistic over the future. The last faculty meeting was so depressing and scary... Before things get done or decided in a planned way, things will blow up and then decisions will continue to be made on an 'ad hoc' basis."

"We need to listen, to realize that there is more than one side to every story. The causes of racism and the blacks need to be understood. We need understanding or we will lose the university itself."

"I am optimistic. The problems now have surfaced and are being discussed. Student power was needed and they have it. I liken it to unionization. If the university is to survive as a free institution it can't suppress student power."

"The hope for the future is in the younger people. They should be able to realize their ideals and not be let down. It's important that the free thinkers remain and can inspire others to better things in life."

"The major specific issues are the kinds SDS and BLF are raising as standards. The underlying issues are the need for a better way to have the issues raised and more widely discussed among faculty and students. Then there will be a better chance for more rational decisions. Some of the past issues like Black Studies, COSEP, and ROTC could have been carried out in an almost identical way without crisis had there been effective communication. It takes time which is at a premium. I'm somewhat concerned about next year."

Students:

"We must catch things before the blow ups and self recriminations. We must keep moving and vibrant... Let's forget April and get on with correcting the wrongs. Look forward. This should not become a tighter, more closed university."

"We must try to keep

communications up. The problem is too much red tape and not enough listening to students. They are a power to be reckoned with."

"I see the most crucial issue as that of the black students' identity and that they should be more fully understood by the white students. I also feel that the Judicial System is in need of an overhaul. A continuation of the trouble on this campus might result in a loss of autonomy for all concerned. Yet, the conflict, if rightly understood, does have the potential of bringing unity to Cornell."

"The major issues are resolution of the Black Studies problem, preservation of academic freedom, gaining understanding and tolerance of various segments of the population, and understanding the role of the black man in America. I am optimistic. I think Cornell came off better than other colleges."

Interpretive Summary of Attitudes According to Group

Many of the attitudes which typify one group or another, have already been brought out in the descriptions of the findings so far. However, there are still some significant characterizations of these groups — students, faculty, administration and alumni — that will help our understanding of the Cornell attitude climate.

STUDENTS

As would be expected on Cornell's campus, there is a great diversity of attitudes among the students.

There are two noticeable gross trends, worthy of singling out. More of the students designated as being towards the more active end of the scale (with respect to the issues covered in the survey) are in the endowed colleges*, as compared with the statutory colleges**.

(*Arts and Sciences, Engineering, Architecture and Planning, Law, Business and Public Administration, Hotel Administration. **Agriculture, Veterinary, Human Ecology, Industrial and Labor Relations.)

In both of these categories — the more active students, and the endowed colleges — the tendency is for attitudes to be in the "liberal" direction. A few examples:

—to see student unrest as a ground swell (and to be more tolerant of the more extreme forms of protest)

—to be more approving of COSEP (as well as better informed about it)

—to incline more towards social reform as part of the University's purpose (but also to emphasize the importance of the intellectual experience)

—With respect to academic freedom, to emphasize student-faculty reciprocity

The next scrutiny of student attitudes will be in an entirely different dimension.

The interviews made it quite clear that although some

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EXTENT OF UNREST	Students	Fac	Admin	Alum	Tr
1. a small minority, with outside agitators	7	8	7	24	13
2. a small minority, but no significant outside agitators	13	8	4	14	9
3. somewhere in between a small minority and a ground swell	22	22	21	22	30
4. a small minority that can easily grow into a ground swell	19	12	14	11	9
5. a ground swell	35	46	54	28	39
6. undecided	3	5	0	1	0

In the tables all figures are percentages. Occasionally columns may not total a hundred due to rounding by the computer.

JUSTIFICATION	Students
1. rejects all forms of protest	3
2. accepts only "legal" forms of protest (with emphasis on legality)	10
3. accepts protest if doesn't interfere with rights of others (non-violent)	58
4. approves civil disobedience principle, while stressing the need for willingness to accept penalty	7
5. normally non-violent, but approves violent or disruptive protest under exceptional circumstances -- if only way to make point in urgent situation	21
6. approves violent or disruptive protest as general principle	2
7. undecided	0

COSEP -- APPROVAL OF THEORY	Students	Fac	Admin	Alum	Tr
1. strongly approves of the theory	40	51	56	24	48
2. approves, but expresses qualifications	32	24	24	28	44
3. undecided (although knows of it)	3	2	3	2	0
4. disapproves, but expresses some positive qualifications	5	9	7	9	4
5. strongly disapproves	5	6	0	11	4
6. doesn't know, no opinion (doesn't know of it)	15	9	0	26	0

BLACK STUDIES--AUTONOMY	Faculty
1. nearly complete autonomy--more autonomy than other new programs because of its special nature	9
2. no more--no less autonomy than other programs (while emphasizing independence)	2
3. no more --no less autonomy than other new programs	30
4. no more--no less autonomy than other programs (while emphasizing control, review, etc.)	19
5. should not have much autonomy--less autonomy than other new programs of special guidance and supervision required because of special nature of program	28
6. doesn't know, or no opinion	12

UNIVERSITY PURPOSE	Students	Fac	Admin	Alum	Tr
1. basically accepts first statement	26	48	29	41	26
2. leans toward first, but feels that part of second statement can be compatible with it under some conditions (e.g. University can be somewhat involved in social change but that this must always and clearly be very secondary to basic academic goals)	24	32	29	25	39
3. both statements correct, compatible	38	18	18	26	30
4. leans to second statement, but expresses some qualification or concern that the University not become primarily political	4	2	14	1	4
5. basically accepts second statements	8	1	11	4	0
6. undecided, no opinion	1	0	0	2	0

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students are decidedly on the conservative side, and some are decidedly to the left of this segment, there is a large number who are primarily in a state of suspension. They may be quite ready to move to the left, but their stance is still one of waiting.

This lack of clarity in their own feelings, this ambivalence, leads to indecisiveness on their part with respect to some of the issues at Cornell. Being uncertain regarding a specific path to take, often the response evoked in them is to say no, to protest, — although such a stance may not necessarily be based in a deep conviction on their part.

This factor of uncertainty is seen in their orientation towards the purpose of the University. Except for those who espouse the University's filling career needs, there is a strong inclination among the students to favor intellectual fulfillment. However, their fear of what they regard as corruption (defense contracts, for instance), or the "irrelevance" of some courses to today's problems, leads them to define social reform as the University's purpose (although not dominantly).

Earlier, it was pointed out that significant numbers of students were disappointed in the educational process; and that this might underlie some of their behavior betokening dissatisfaction on other fronts. As emphasized then, let it be emphasized again that this by no means suggests any shallowness, or lack of sincerity, in their concern with Viet Nam, the problems of race in the nation and on the Cornell campus, and the University's position on these matters.

The sentiments of many students run deep. If they are troubled because in their eyes Cornell has ties with corporations making war supplies, they are truly troubled. If they think the norm is for courses to be divorced from social consciousness, the concern of those opposed on this principle is intense.

Many students are alienated, because they feel they have been, in fact, excluded from participation in the University's decision - making — the reason being they are the only ones likely to challenge the status quo. (This probably accounts for the disposition of some of those who are skeptical regarding the Constituent Assembly: they fear its use merely to "drain off" student aggression.)

Finally, another basis of apprehension on the part of some students that came through in the interviews was that "Cornell Officialdom" wishes to understand students only to the extent necessary to prevent disruption on the campus — as contrasted with

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ACADEMIC FREEDOM--MEANING-EXTENT	Student	Fac	Admin	Alum	Tr
1. stresses rights of faculty to teach and research according to own judgement	33	62	48	31	30
2. with slight emphasis on student rights	7	6	7	5	10
3. stresses academic freedom as a 2-way street, with rights and responsibilities for both faculty and students	30	23	4	20	50
4. with strong emphasis on student rights	7	1	15	1	5
5. stresses responsibility of faculty to present objective point of view	3	1	4	5	0
6. stresses right or need of administrative control or review	1	1	0	9	0
7. mixed reaction (rambling, uncertain)	5	1	4	4	0
8. no opinion	2	1	4	5	5
9. stresses academic freedom almost strictly in student terms	10	0	0	14	0
10. combination of 1 and 6	3	2	0	0	0
11. combination of 1 and 5	0	2	11	1	0
12. combination of 5 and 6	0	0	4	3	0

CONSTITUENT ASSEMBLY--KNOWLEDGE	Stud	Fac	Admin	Alum	Tr
1. well informed (general plus specifics)	21	30	54	4	59
2. somewhat informed (some general, but few if any specifics)	51	59	42	13	36
3. not well informed	28	12	4	83	5

CONSTITUENT ASSEMBLY--APPROVAL	Stud	Fac	Admin	Alum	Tr
1. approves concept	55	48	69	34	61
2. undecided, withholding judgement (although knows something about it)	16	15	8	7	22
3. disapproves of concept	17	30	23	11	17
4. doesn't know enough about it to make a judgement	11	8	0	48	0

CONSTITUENT ASSEMBLY--CONTRIBUTION	Admin
1. very hopeful for effective contribution	0
2. somewhat hopeful	19
3. undecided	4
4. somewhat skeptical	62
5. very skeptical	12
6. doesn't know enough to make a judgement	4

JUDICIAL SYSTEM--KNOWLEDGE	Stud	Fac	Admin	Alum	Tr
1. well informed (general plus specifics)	15	27	32	2	65
2. somewhat informed (some general, but few if any specifics)	53	65	68	16	30
3. not well informed	32	9	0	82	4

JUDICIAL SYSTEM--EVALUATION	Stud	Fac	Admin	Alum	Tr
1. present system theoretically all right	12	18	27	5	10
2. present system okay, but needs to be more strongly enforced	11	39	23	19	62
3. present system in need of serious revision	55	33	27	18	24
4. doesn't know, no opinion	23	11	23	58	5

FUTURE	Stud	Fac	Admin	Alum	Tr
1. relatively calm, manageable confrontation	40	31	29	62	61
2. frequent turmoil -- but university will continue to function with some effectiveness	50	48	57	35	39
3. widespread disruption--University will barely continue to function or cease to function	11	21	14	3	0

Attitude Survey

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showing a bona fide interest in student thinking.

(In the interests of unmistakable clarity, let it be emphasized there is no intent to indicate any compatability with those extremists advocating "bringing the University down," violence, or any activity on that level whatsoever.)

These survey results also make it unmistakably clear that communications between students — and administration, faculty, and trustees — needs to be direct. There must be a genuine interchange: down-to-earth, on the actual issues, and thorough.

From today's students come tomorrow's leaders. Understanding them, in order to provide a base for being helpful to them in a positive direction, would seem to make sense.

FACULTY

The role of the faculty in the ensuing months is seen by them as being crucial. The reasons are:

—A number of the issues and pressures which have built up are likely to have a serious effect on the direction of University life, and the personal career experience of faculty.

—The basic confrontation is likely now to be between students and faculty, rather than between students and administration, as students realize that their demands are resisted not by administrative decisions, but by faculty traditions (a growing number not only of faculty, but of students and administrators expect this).

—Because of their lessened confidence in the past administration, there is a trend in the faculty to feel they should pull back power to themselves. This is despite the normal preference of many of them to concentrate on their own immediate "academic thing."

Against this background of influences that underline the crucial role of the faculty, there is a good deal of pessimism as to how effectively this group will be able to fulfill greater responsibilities. The pessimism is expressed by a number of administrators, and some students of above average sophistication on campus affairs, as well as faculty.

The reasons for the pessimism can be grouped into three main categories: 1. *Strong individualistic traditions.* The faculty for the most part have been primarily concerned with their professional and departmental affairs. They are not accustomed to working out complex decisions which have a University-wide application. 2. *Unfavorable emotional atmosphere.* Despite the faculty's emphasis on rationality, there is among them an atmosphere of intense emotion, some distrust, anxiety — and of course resentment over the

disruption, and disparagement of so much they value at Cornell. Added to this is the factionalization, with extreme groups having become very vocal in trying to shape the direction of issues. None of this is favorable to rational discussion and decision-making. 3. *Unfavorable organizational structure.* In the absence of a faculty senate, the Faculty Council is too small to speak for the faculty as a whole; the general meeting of the total faculty is too large and variable to be effectively representative in decision-making. (Interviews done shortly after a general Arts and Science faculty meeting were notably pessimistic regarding the faculty's being able to cope with their problems.)

Such analytical points as the foregoing are far from cheerful, but it does no good to avoid them. The diagnosis, unblinking, must precede the remedy.

It will be useful to consider some of the differences in outlook among the faculty in terms of particular categories. For instance, those who are younger, and untenured, typically demonstrate more "liberal" learnings; more acceptance of COSEP than their elders being an example.

Although it is a less consistent pattern, in another dimension, it can be seen there is a tendency for faculties in the endowed colleges* to express more "liberal" viewpoints than those in the statutory colleges.** for instance, the former are more tolerant of more serious forms of protest. The greatest differences in attitude exist between the Arts and Sciences College on the one hand, and the Agriculture Veterinary Colleges on the other.

(*Arts and Sciences, Engineering, Architecture and Planning, Law, Business and Public Administration. Hotel Administration. **Agriculture, Veterinary, Human Ecology, Industrial and Labor Relations.)

One way of gaining the best insight into the trends that will characterize faculty thinking is to study the attitudes of the special groups.

For purposes of definition, the *Concerned Faculty* are the most "liberal." We will identify the *History - Government "Statement of Fifteen,"* Group, the *Senior Faculty "Group of Ten,"* and the *Law School Open Letter Group* as "conservative." The members of *The Committee of Forty-One* are less consistent; they skew in both directions. On balance, however, they are closer to the "conservatives" than to the "liberals."

At any rate, both of these groups, "liberal" and "conservative", are more likely to characterize student unrest as a ground swell, than does the faculty cross section. Here the similarity between the two groupings ceases.

The *Concerned Faculty* ("liberal" learnings) are more likely to: justify more disruptive forms of protest; be more approving of the Black Studies Program, and to believe in more autonomy for it; stress more the

importance of social reform in education (while also insisting strongly on intellectual experience); de-emphasize faculty rights in reference to academic freedom; and stress more a revision of the judicial system (including a multiple judicial procedure, which recognizes the special nature of dissent problems).

On the other hand, the "conservative" groupings (who are not as different from the regular faculty on most issues as the *Concerned Faculty*) characteristically hold attitudes which: stress a lesser degree of autonomy in the Black Studies Program; stress the importance of career skills in education (while also insisting strongly on intellectual experience, as do the *Concerned Faculty*); and are more convinced that academic freedom is actually being threatened; are more disapproving of the Constituent Assembly; are more strongly against change in the Judicial System (except that the Administration should take a stronger hand); and insist more strongly on a single judicial system, be the problem one of individual misbehavior or politically initiated group dissent.

It is the difference on scores such as these which have led to the deep divisions among the Faculty.

At the same time, there are areas of agreement: the majority see student unrest as a ground swell, they know the situation is serious; there is agreement regarding some of the conditions — national, for instance, — which feed the unrest; there is agreement in approval of the idea back of COSEP; there is agreement in commitment of the intellectual aspect of the University purpose.

These, and other important areas of agreement must represent the bases on which progress will be made towards a more cohesive faculty group.

The small number interviewed disallows very much in the way of an internal analysis of this group.

There are some aspects that are important. Of all the groups, they are the best informed, and this leads to their opinions being more sharply bunched — with fewer "don't knows," and more of a tendency to adhere to one or two of the response categories. Interestingly, throughout the issues covered, (although not all), these members of the administration tended to lean more toward the "liberal" side than any other group.

Among the administrators, it is clear they have a definite feeling of respect for the faculty — in terms of their professional competence as members of the faculty, not as decision-makers.

Except for members of the President's staff, the deans and other administrators seem to lack firm connections with the rest of the organization. Many people operate very independently in their own specialties. Some like this, but it is quite apparent that more don't

feel a strong sense of participation in ongoing matters — and would like to see this state of affairs changed.

ALUMNI

Predictably, among all the groups the alumni tended to take a more conservative stance on the issues covered. Just as predictably, and understandably, there was a tendency for alumni to be uninformed, although this does not always deter them from giving an opinion.

The most recent graduates are decidedly more "liberal" in their attitudes than their older counterparts. For instance, disapproval of COSEP increases with age, as do objections to the right of student protest.

Although very few visualize alumni being able to play a direct role in administering the University's affairs, they do feel they have been ignored; not informed on decisions affecting their Alma Mater. They appreciated the survey for the sense of participation it gave them.

Follow-Up Action

It would be hard to overstate the importance of Cornell's following through on this survey, now that the results have been analyzed.

It is important to Cornell's own future — to take the kind of action to ensure its continuing greatness in the world of education.

It is important for Cornell to help show the way, to make the innovations required of universities today in preparing leaders to grapple with the world's increasing problems and tensions. Certainly universities are the source of tomorrow's leaders.

In some respects, the university today is a microcosm of what is happening — or will happen — in society more generally. It has its own problems; and also problems external to the University, such as Viet Nam, are reflected in the activities of the individuals and their group allegiances making up the University Community.

History can help us here. When a large institution gets into trouble — serious trouble — it isn't enough just to aim at getting out of that trouble. To make a successful comeback, it must aim at a higher level of achievement than ever. One example: a few centuries ago, the Catholic Church was faced with a threat from the outside — the Reformation. To meet this, Loyola led the Jesuits in their movement which was to result in their becoming, for a durable period of time, the greatest educational force in the entire world. If they had just tried to beat back the Reform Movement, if their sights had been limited to that, they would have succumbed. Their aim of a much higher goal was essential to their success.

And so Cornell must elect a goal of a much higher level of excellence than it has ever achieved in the past. And oh how

important it is for it to be successful. The University today has the most freedom, the most autonomy, of any of our institutions — be it the Church, the Press, Government, Medicine - et al. If the University fails to manage its own destiny, if it cannot protect itself from assault, the other institutions in our society will certainly not try to handle the complex problems of making possible greater autonomy, independence and flexibility within their organizational structures. However, if the University can demonstrate success, then other types of entities will set in motion programs to emulate what the University has been able to accomplish. This will represent a very important kind of progress.

One more introductory point. This attitude study has produced findings from one vantage point. Suggestions for action growing out of this information must of course be weighed with ideas for action stemming from other sources of inquiry. It would be presumptuous to treat this data as if it could lead to a final answer. What it can do is show the direction to go to find answers. The Report will concentrate on the few most important of these directions.

In discussing these recommendations, the first point to be made is to emphasize the importance of Cornell taking the initiative in meeting its problems; to think through a program, and carry it out — instead of reacting to events as they happen. In point of fact, of course, such action has already been started by the University. However, the principle is so basic that failing to mention it would make the recommendations incomplete.

Of equal importance with the principle of taking the initiative is the principle of listening. No individual or group can lead today unless they understand the beliefs and hopes, the motivations and feelings of those they would direct. If leaders are unheeding of the attitude climate of their particular community, they will neither gain nor hold allegiance within the community.

It may well be that one of the most significant acts following the Willard Straight incident was the decision of the Special Trustee Committee to spend so many weekends in Ithaca this summer — and to spend them listening to faculty, students, administrators and local community officials — one hundred of them.

This listening was then extended through the means of this attitude survey. There is a solid core of appreciation which has been built up just by the doing of the survey. Respondents were individually pleased to be asked their opinions, and the confidence of people in Cornell was strengthened upon finding out there was this interest at the top, in learning the attitudes within the Cornell Community.

The emphasis on listening should be continued as an integral part of the motif on the

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Attitude Survey

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part of those who lead Cornell. As stated at the beginning of these recommendations, supplying initiative is a must. It is important that the initiative grow out of the kind of assurance gained by understanding the Community one leads.

The specific recommendations are:

ADMINISTRATION

Some years ago, Douglas Williams Associates was retained to do a survey among the chief executives of large business corporations. Part of the objective was to gain more understanding of the kind of character, and conditioning, required of an individual to attain this pinnacle. One of our respondents said: "You should talk to college presidents. They have a much tougher job." Was he ever right! No authority, as such, over the faculty. Violent student rebellion no longer a bizarre exception. Alumni, local government officials and community residents, students' parents, secondary schools, foundations, state and Federal government departments — constituencies all, and all conscious of their particular prerogatives.

One development that has to come about with respect to the Office of the College President: this man himself cannot be expected to respond personally to the demands and interests of these many diverse groups. No one individual can split himself that many ways.

However, there is no simple structural answer to this question, no ideal organization chart that can be imposed. Yet it is clear that the recovery of the University as an institution of quality, and one that serves well all who seek its help, depends first on strong administrative leadership. Professor Sidney Hook has made an observation, wise indeed, to the effect that, "A great university is a great faculty, but a great faculty, left to itself, does not maintain itself. Building and maintaining a great faculty requires the sustained influence of a strong administrative leader." Thus, the prime qualification of the President of an institution that seeks distinction, is that he be able to build and maintain a great faculty and keep it challenged with demanding goals — in a period when the criteria for judging the faculty may change from time to time. And it will be a leadership and influence rather than authority.

In order for the President to accept this as his prime responsibility, he must be supported by administrative colleagues in sufficient number, ability, and stature, to carry most of the burden, of dealing with all of the other constituencies that demand administrative attention. The design and auditing of such an administrative arrangement

will require continuous attention, in depth, from a few trustees who have a gift for organization; and will devote substantial time to it.

This study has been an attitude survey, not a study of organization design. But the total import of what we have learned unmistakably points to emphasizing this aspect of administrative leadership as central to the influence of Cornell as a great university.

This survey does provide us some help on the organizational front. There was a tendency for many in the Administration, including some members in the top levels, to feel unconnected with the decisions, not to feel a sense of participation in the administering being done by the Administration, of which they were ostensibly a part.

Despite this feeling of being "left out", it is also true that the interviews with some administrators reflected their steadfast belief in the importance of what they are doing; their motivation is to be more involved, to be able to contribute more. In their view, a new professional career is emerging: in university administration.

Given the pressures that in advance we know will impinge on the president and his immediate staff — the Office of the President; and given the motivation of other levels in the administration for a fuller involvement, the stage is set to distribute more of these responsibilities among the president's administrative colleagues.

FACULTY

The Findings pinpointed that faculty people see their role as crucial. However, there is a good deal of dispiritedness because they know how severely split among themselves they are; they recognize the difficulties of bringing about improvements in such an emotionally charged atmosphere; and they are keenly aware of how poorly geared for action — how unorganized — they are.

The role of the Faculty is indeed crucial. They generate, and provide the momentum, of the teaching process — which is at the heart of the University's purpose.

The University being the kind of institution it is, so many of its other activities are important to, closely related to — inextricably interwoven with — the educational process. Some of these are: new educational programs and departments, admissions policies, University and Town relationships, recruitment of students, the University Judicial System, orientation to racial problems, Continuing Education Programs for Alumni, allotments for scientific research, even management of student residences (so the environment contributes to their education.)

The need is for the Faculty to be more involved — working with the Administration — in innovating, planning and evaluating these kinds of

programs and activities. (In some cases they already are — such as with Admissions Policies. Such instances should serve as the model, not an exception.) In the best interests of the University, the Faculty should be able to participate in the decision-making on these scores, to make their singular contribution.

On a somewhat different score, members of the faculty could contribute their expertise (often very considerable) in areas such as budgeting, the architectural design of facilities, systems analysis applied to governing a university, human relations training (for administration, students and faculty). The possibilities on this level are many; and the results could be exceedingly useful.

The sense of these suggestions is not that this be done through faculty participation in "one-shot" task forces. Rather, the idea is that there be faculty representation on, permanently operating working committees and groups; that the faculty representation be in large enough numbers so that their influence be real; and that the particular member when he serves, would serve for a year. Further, that the amount of time on this score be in the ratio of a fifth, or even a quarter of his time.

If this sounds easy, it is not. It is a drastic change. This new use of time cannot be added to what a teacher already is doing. Modifications would have to be made in his teaching load, "in the expectations of how much he will publish, in how much research he will be able to do. And, in the evaluation of his performance — for instance, his readiness for promotion — recognition will have to be extended for his accomplishments on this new front.

("Any modifications in his teaching load should not interfere with the faculty members' opportunity to spend enough of his time with students as individuals")

We know, ironically enough, that there will have to be a certain amount of pushing here, to influence some faculty members towards such a new role — even if only once-in-awhile, on a part-time basis. Despite their dissatisfaction with the status quo, there will be faculty members who will resist the change in the living and working pattern they have established.

There will be some, of course, who will never add an additional function to their teaching and/or research role. Nor should everybody have to. However, the way should be cleared for those faculty members best able to make a contribution, and who want to, to operate on this additional front periodically.

The Administration can set the pace in bringing this new motif into being.

(On an entirely different score, many in the faculty drew attention to the fact there was no

intermediate governing group between the small faculty council, and their entire body. The necessity for some such intermediate "house of representatives" to be established in the faculty organization seems quite clear.)

STUDENTS

In the analysis of student sentiments we saw that the issues of the war, racial difficulties on campus, their views on how the older generation were handling the nation's social problems, predominated the feelings of many.

The finding also came through that there was a tendency for at least a significant minority of students to have lost faith in the educational process. They are disappointed in what the college program is providing, in the opportunity to learn.

Without for a minute minimizing the intensity of concern many students feel about social problems in the country, the despair that exists regarding Viet Nam, we can conclude that the calibre of the educational process has to be lifted — if there is going to be improvement on the University Campus. Some of those who join in protests against ROTC, or who sympathize with objections to investments in South African enterprises are to some extent expressing their submerged dissatisfactions with their educational experience.

There is a way to respond to this state of affairs in a very positive fashion. This is to involve the students themselves in the educational process. Give them — the ones among them who are the most able, and the best motivated — a turn at working with the faculty committees who make the decisions, who do the planning, who bring about the changes, who do the managing of programs of education.

There are many areas in which college). Examples are: new course offerings, and courses to be phased out, teaching methods, objectives of the department and school, standards of evaluation of students, professional issues within the discipline, and stance of the department on University-wide issues.

A semester, in which a student devoted part of his time to matters such as this, would bring home an appreciation of some of the facts of life to him he could best learn in this way. Students need not be equal in number to the faculty on these committees, but there would be enough of them so their presence would be influential, their vote would count in the final reckoning when decisions were reached.

This procedure would provide a fine source of development for these students; a significant base for maturing them; a valid means of their learning what realities of putting education into effect are (including some of the difficulties).

One of the most significant aspects of this approach is that it could serve to bring faculty and

students closer together. It will be remembered from the findings that the problem exists of some faculty members being too aloof, immersed in their research, publishing, et al — with too little time devoted to getting to know students. And students are aware of this missing ingredient. Such committees as are being suggested here, with their dual membership, will bring faculty people closer to student ideas and problems, to their aims and desires, to the questions on their minds. Certainly this experience will be helpful to the faculty in their goal of assuring the teaching standards they achieve are the best of which they are capable.

The intent of both of these suggestions — the one regarding the faculty and the one regarding the students — is to set in motion action that is positive, that is constructive, that is progressive. It seems important too, to concentrate attention on what is most important at Cornell — what students came there for, why faculty work there — and that is the process of learning.

ALUMNI

Two factors emerge, neither of which is surprising. Large numbers of alumni are uninformed, certainly in detail, on the activities at Cornell; and the level of their interest in the current state of affairs of the University is not uniformly high.

It is equally true, and of greater importance, that many alumni would like to maintain a greater familiarity with what's happening on campus than is easy to do; they will demonstrate their interest in the University, if a feasible means is worked out.

It is believed the following suggestion has merit; that it would work in practice. There should be developed in Ithaca, "Cornell Teams". Each team would be made up of representatives from faculty, students and administration.

These teams would travel to metropolitan areas, in or near which it was known a reasonably high number of Cornellians resided. On the scheduled day — realistically, it would probably always have to be a Saturday — a "Cornell Program" would be provided.

The morning could be in the form of one, or several seminars, of an educational nature. "Back to school for a day." Being brought up to date, by a first-rate teacher, on a subject or subjects of broad enough appeal should prove to be of interest, a real stimulus, to many alumni.

In the afternoon, the program could consist of a discussion, or more than one, of various aspects of what is taking place at Cornell. These would be led by men and women from Ithaca, well informed and involved in their particular specialties.

The Alumni News, The Cornell Newsletter and other printed

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CURW-University Relations Report

Konvitz Chairs CURW Council Group; Ewing Disagrees With Majority Report

The Committee on Cornell United Religious Work (CURW)-University Relations of the Council for Cornell United Religious Work has filed its report. The report, which is reprinted in this issue of Cornell Chronicle, was signed by Milton R. Konvitz, professor of industrial and labor relations and law, committee chairman; Rev. Lee E. Snook, university Lutheran chaplain; Stuart M. Brown Jr., vice president for academic affairs; Arthur N. Litowitz '70, and Linda S. Angliss, graduate student. Miss Angliss, approving and signing the report, expressed the wish that the chairman note that she wishes to emphasize that CURW be given "additional time to seek out financial aid outside of the University."

Two other members of the committee were Elmer E. Ewing, associate professor of vegetable crops, who objected to the report. Ewing's objections are printed in this issue following the report. The other committee member was Richard L. Feldman '69 who graduated in June and left on a Peace Corps assignment before the report was prepared. A copy of the report has been sent to him, but he has not responded.

The Executive Committee of the Board of Trustees of Cornell University at a meeting on August 21, 1956, created the Council for Cornell United Religious Work (CURW). This action was subsequently ratified by the Board of Trustees at a meeting on October 26, 1956. The mandate to the Council was that it have "responsibility for the supervision of Anabel Taylor Hall and for the policies and administration of Cornell United Religious Work." More specifically, the action of the Executive Committee and the Board of Trustees provided that

"...The Council shall promote at Cornell University a climate in which all students, including those in various religious groups and those without religious affiliation, may have freedom and opportunities to practice their respective faiths, to worship in accordance with their individual convictions, to inquire concerning religious problems, to work together on common concerns, and to co-operate with the University in the promotion of student welfare at the University. The Council shall take no action which would change or tend to change the status of the University as a nonsectarian educational institution. At no time shall a majority be members of any one religious sect or of no particular sect."

Although ostensibly the Council seemed to be vested with plenitude of power,

commensurate with the responsibilities imposed upon it, the fact is that the Council has had, since its inception, barely more than a mere paper existence. The Council met, for the first time in about five years, in October 1968, and out of that meeting came the appointment of the Committee which is submitting this Report — a committee comprised of two members of the faculty, the Vice President for Academic Affairs, one of the denominational chaplains of CURW, and one graduate and two undergraduate students.

The reasons for setting up this committee were stated by the Chairman of the Council, Dr. Mark Barlow, Jr., Vice President for Student Affairs as follows:

1. *Budgetary:* Some years ago CURW agreed to raise about \$30,000 of its annual budget. It has never accomplished this. In 1966 the University relieved CURW of this responsibility.

At meetings of the committee it was reported that currently the University makes the following financial contributions to CURW.

University appropriation (including alumni contributions marked for CURW.....)	\$86,000.
Maintenance of Anabel Taylor Hall,	approximately.....25,000.
University contribution\$111,000

The only other significant items of income are the following:

Denominations using Anabel Taylor Hall.....	\$14,000
Income from CURW endowments.....	16,000
Building service (rentals).....	1,200

Thus, almost 80 per cent of CURW's annual budget is supplied by the University. (It should be noted that in this context what is meant by CURW's budget excludes the individual, separate budgets of the denominations that have their own staffs and programs, estimated at an annual total of \$250,000.)

2. *Denominations and the United Staff:* Individual denominational chaplains are not clear about their relations with the United staff (the Director and the two Associate Directors of CURW). What are the responsibilities of the latter to the former, and vice versa? What roles and responsibilities do the denominational chaplains have for the United program?

3. *The CURW Board:* The Board of CURW is self-selecting and self-perpetuating. There are faculty members on the Board, but the faculty does not select them.

4. *University Administration:* CURW is officially a Department of the University. It reports officially to the Vice President for

Student Affairs, who found it "awkward" to exercise responsibility with respect to CURW's budget, policy, or personnel.

5. *Stance of CURW respecting the University:* The United staff of CURW do not represent denominations. Are they, with respect to the public, considered to be Cornell University administrators? Do they think of themselves as in any way restricted by their positions as would administrators of any other Division of Cornell University?

These are some of the questions that came up at the October 1968 meeting of the Council. Other questions, as well as these, were considered by the committee as it met at twelve meetings during the academic year 1968-69.

As part of the background for the setting up of the committee, it should be noted that the CURW Board had recently created two instrumentalities for an examination of CURW: a self-study committee, of which John Lee Smith was staff coordinator, and a visiting evaluation team, comprised of an Episcopal minister, a rabbi, and a Roman Catholic editor. Both these groups were examining CURW concurrently with the Council committee, but the Council committee conducted its study in complete independence of the other committees appointed by the Board.

II

The fact that three separate committees were simultaneously investigating the work of CURW and raising programmatic, policy, and philosophical questions about its rationale, and its future, in itself is evidence of the unrest and uncertainty felt by those who are intimately identified with the institution and share responsibility for its life and work.

Some of the causes of these conditions are external. The more obvious ones come readily to mind, such as:

1. Religions in the West have all felt their foundations being shaken. The spirit and work of Pope John XXIII and of Vatican Council II have been among the chief movers and shakers of religious institutions, religious dogmas and beliefs, religious realities and pretensions. In the English-speaking world, the sermons, lectures, and writings of Bishop Robinson, and of the Honest-to-God debate which they have generated, have raised fundamental questions respecting conventional religious beliefs and ceremonies.

2. The ecumenical movement has tended to rub the edges off denominational and sectarian differences—differences which in history had often led to charges of heresy, persecution, and hatred. Now church organizations, with millions of members, have been merged or are negotiating mergers. One

important effect of this movement is the decline in significance formerly attached to institutional religions.

3. With the decline in the importance of dogmas and abstract beliefs, there has been a movement toward the identification of religious conviction and social activism. This trend has been considerably stimulated by the civil rights movement and black militancy, the peace movement, and also by the war on poverty.

III

The historical forces we have briefly described would, by themselves, have produced disturbing effects within CURW. The stresses and strains have, however, been aggravated by a number of more specific, and even local, circumstances, such as:

1. CURW, as a ministry to a university community, has felt the unrest and turmoil that have come to university and college campuses since the events at Berkeley, and which have by no means by-passed the Cornell campus.

2. The ecumenical movement has led to a number of mergers among the student ministries associated with CURW. This has meant a reduction in the number of student chaplaincies and in reduced financial support.

3. The denominational chaplaincies are, on the whole, dependent for financial support on national or regional church organizations, and these have suffered a cutback in funds. Church members tend now to keep larger portions of their church contributions to the local level. One reason for this development may be the fact that national religious bodies have tended to be more activist and more liberal in their positions on social issues than have been the members of the local churches. Whatever the reasons for this phenomenon, the fact is that the campus ministries find themselves in a crucial financial bind, and this apparently is the fact at CURW.

4. While some of the denominational chaplains have had more of an involvement in social action than have others, many of the social action programs have been presented as CURW projects, with which the United staff has been closely identified on both the teaching and the action levels. The result has been that the denominational pastors are seen as the priests, while the United staff members are seen as the prophets. This development has contributed considerably to the feeling of dissatisfaction and unrest among a considerable number of the denominational pastors.

5. Another aspect of this phenomenon is that in the minds of many students institutional religion has become identified with the conventional interests and activities of churches —

worship services, sermons, Bible study, and generally the ceremonial forms of religion; while the work of the United staff has become identified with the prophetic concern for society — the war in Vietnam, the peace movement generally, racial justice, the elimination of poverty, urban renewal, the restructuring of the university, and generally the concerns that agitate the world and especially young men and women on the campus. In brief, many students have come to think, rightly or wrongly, that the denominational chaplaincies are bound by history and tradition and look back in time or toward heaven, while the United staff are to be found where the action is.

6. Still another aspect of the same phenomenon is that the United work of CURW, instead of being truly interfaith or interdenominational, in the minds of many has become a separate denomination, one for the undenominational religious or non-religious members of the Cornell community; an unnamed Church — maybe something like the Community Church of the late John Haynes Holmes; a church for the religiously homeless, for the searchers and seekers, for those with a religious creative spirit, for those looking for something new, contemporary, for something that looks to the future rather than the past. This development, again, puts the denominations and their chaplains in an unfavorable, discouraging light, and is still another contribution to the general feeling of anomie and alienation that have bitten into the denominational constituents of CURW.

In 1952 CURW vacated Barnes Hall and moved into Anabel Taylor Hall. For two more years, however, there was no essential change in the structure of CURW or in its relations with the University; CURW was on the campus but it was not part of the University in any organizational or administrative sense.

In 1954 CURW was reconstituted; in its United work, CURW became a Division of the University; the Director of CURW became a voting member of the University Faculty; the University assumed new financial obligations towards CURW. For the last fifteen years, then, CURW has been not only on the Cornell campus, but has been an organic part of the University.

During these fifteen years, an interesting experiment has been tried. Our previous recital of the problems that vex CURW should not leave the impression that we believe that the experiment has been an unmitigated failure. This has by no means been the case; for CURW can give an excellent account of itself. We are, however, of the opinion that in some very important and essential ways the pre-1954

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Konvitz Committee

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system and arrangement with the University were better for both CURW and Cornell University.

For the present arrangement has built into itself a duality of powers and functions that almost unavoidably must pull in different directions, and give rise to feelings of frustration, displacement, dependence, inferiority — feelings naturally generated by awareness that one is in a relationship of constant potential, if not actual, conflict.

The fact is that, since 1954, the Director and the Associate Directors of CURW have not been conceived as the agents or servants of the denominations that are the constituents of CURW. They are not on the payroll of the constituent groups; their salaries are paid by the University out of its annual contribution or allocation to CURW. There is a United aspect to the work of CURW, but it is only barely expressive of a truly federal union. The United program has its own initiative and a relatively independent status. For reasons that need not be elaborated, the United program is not merely one among competing programs; it has a way of over-shadowing the others and of creating the impression that its program is by and large, that of CURW; that it has the big tent and the main attractions, while each denomination does its own thing in its own little tent.

We are not suggesting that this is the result of anyone's plan; that the result has been consciously sought. We do say, however, that the structure of CURW since 1954, as can now be seen by informed hindsight, has built into itself these inevitable consequences.

We mentioned at the beginning of this report that the CURW Council had not met for about five years before Fall 1968. We suspect that this was not the result of indifference or neglect, but due to the fact that no informed officer of the University or member of the Board of Trustees felt himself able to assert responsibility for the supervision of a Division of the University that seemed to be so full of insoluble problems — problems of delicate human relations, explosive problems of religion and theology, problems involving the relations of a secular university to a variety of religious denominations undergoing severe challenges from within and from the outside. The best thing to do under these circumstances was to temporize, to leave well enough alone.

We believe, however, that the University will never be able to establish proper, satisfactory forms for the supervision of CURW as a Division of the University.

Our conclusions and recommendations are:

1. The University should undo the action it took in 1954, and return to the students and the denominations responsibility for religious interests on the Cornell campus. Religious interests can best be served and advanced when they are left completely to those who have those interests. Religious life needs no supervision; its spirit bloweth where it listeth. Any power over religion is too much power; no freedom for religion can be too great a freedom.

2. Unavoidably, the question of finances must raise its ugly head; for even churches and synagogues require money for their maintenance and staffs. Fortunately, Cornell's involvement with CURW never went so far as to undertake support for the denominations and their work. Cornell should continue to maintain Anabel Taylor Hall and provide custodial service, and should have full financial responsibility for this. The rest should be up to the denominations, their friends among the alumni and elsewhere, and the students.

3. The denominations should continue to contribute the sum of at least \$14,000 annually but this should not be identified as a contribution towards the costs of maintenance of Anabel Taylor Hall. CURW will also continue to have the sum of \$16,000 annually from its endowment. The University should continue to turn over to CURW the annual gifts from alumni specified for CURW, which have been approximately \$15,000. CURW can continue to collect fees for occasional rentals. Altogether these various sources account for an annual income of approximately \$45,000. This fund should be administered by CURW for its joint or federal uses. Together with the cost of maintenance (\$25,000) and of custodial services (\$10,000), these contributions will total approximately \$80,000 per year.

4. CURW should have a Director (and such other staff as it may wish to have, within its financial ability). These persons should be hired by CURW and not by the University, and they should not be University officers. The functions and authority of the Director (and of the other members of the central staff) should be re-defined in the light of the new situation that will obtain; i.e., in light of the fact that his position and appointment will emanate from action of the denominations acting together, and the fact that his salary will be paid out of funds raised by and available to them.

5. One of the pioneering characteristics of CURW in its earlier years was its commitment to interfaith and interdenominational programs, and to an effort to serve students who are not denominationally oriented, and even those who consider themselves non-religious or anti-religious. These should continue to be sincere concerns of CURW, an institution which should never move from

the pluralistic foundation on which it has been based for the past four decades. In these and other ways, CURW will be most free to be most responsive to the needs, ideas and ideals of our students.

6. Implementation of our recommendations, assuming approval of them by the ultimate University authorities, should be postponed for a full academic year from time of such approval, to afford CURW ample opportunity to adjust to the new conditions. The University should use its good offices to assist CURW to raise such additional funds as CURW may need to carry on its services and programs.

EWING STATEMENT

Here is a letter to the committee chairman from Elmer E. Ewing, a committee member:

"Dear Professor Konvitz:

"Although as I said earlier you have surely prepared a thoughtful, well written report of your recommendations, after considerable reflection and a re-reading of committee documents, I find that it is in substantial disagreement with my own views. Briefly, my objections are as follows:

"1. Problems related to CURW certainly exist, but I believe that they tend to be over-emphasized in the report.

"2. In agreement with the Bloy-Frimer-Scharper evaluation, I doubt whether all of these problems would be solved by disestablishment, and some new ones would probably take their place.

"3. Also in agreement with Bloy-Frimer-Scharper, I would place greater emphasis upon the successes of CURW. The United Staff as well as the chaplains seems to be working long hours in response to significant issues and needs. In my view, it would be undesirable to weaken these efforts, especially at this critical time in the life of the University.

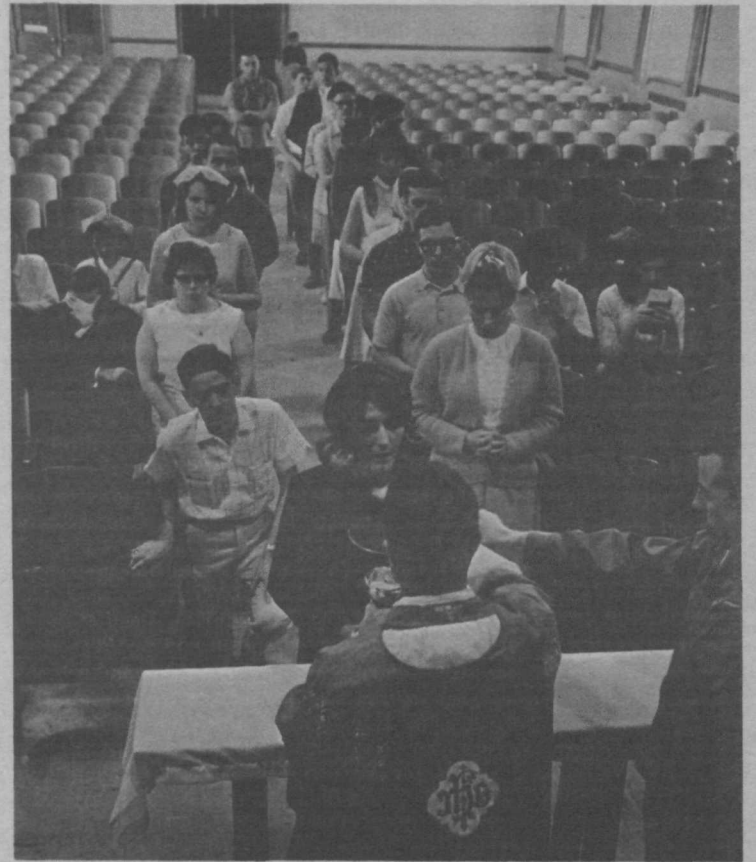
"4. The plan outlined in the report under 'conclusions and recommendations' has much to commend it and may be a desirable goal toward which to move in the future. However, not only would attempts to implement this plan before substitute resources are secured weaken seriously the work done by the United staff, but the effectiveness of many of the chaplains representing constituent groups could be reduced. I would, therefore, oppose such implementation until it is clear that alternative plans have been made to provide at an adequate level the counseling, liaison, coordination, and other services now rendered to the University community by CURW.

"5. Meanwhile, certain minor changes to improve the operation of CURW, its intra-relationships, and its relationships with the rest of the University should be considered. These include more frequent meetings of the CURW council, a method of making the CURW

Board more representative of the faculty, consideration of a change in the administrative flow chart, and various changes suggested in the Bloy-Frimer-Scharper evaluation as well as in self-study documents prepared by members of CURW. Present efforts at self-study by the CURW Board should be continued and intensified during the coming

year, with a goal of bringing to the Council at an early date recommendations for improvements. In this connection, the Council should commend to the CURW Board for consideration the plan outlined under 'conclusions and recommendations.'

"Thank you for this opportunity to express my reactions."



EXTERNAL IMPACT ON CURW — The Konvitz Committee reports that "Religions in the West have all felt their foundations being shaken . . . and fundamental questions expecting conventional religious belief and ceremonies" have been raised.

Community Senate Draft

Continued from Page 3

(administrative counterpart, Controller, Treasurer) — a-3, b-4, c-1, d-0, e-1.

V1. Committee on Undergraduate Education and Educational Innovation (administrative counterparts, chairman of Committees on Educational Policies in each college) — a-3, b-4, c-0, d-0, e-0.

VII. Committee on Relations with Tompkins County and University Personnel (administrative counterpart — "Vice Provost" (redefinition of job), Personnel Director) — a-2, b-2, c-1, d-1, e-0.

VIII. Committee on Long Range Planning (Administrative counterpart - President and Provost) — a-4, b-4, c-1, d-1, e-0.

IX. Rules Committee and Committee on Committees — a-3 b-3, c-1, d-1, e-0.

X. Committee on International Students, Student Organization, Student Unions, Physical Education and Athletics (academic counterpart, Director, Department of student unions, representative, Dean of Students Office, Director of International Student Office) — a-4, b-3, c-0, d-0, e-0.

XI. Committee on Health Services and Housing and Dining Services (academic counterpart - Director, Student Medical Services, Vice President for Medical Affairs, Director,

Housing and Dining) — a-4, b-3, c-0, d-0, e-0.

XII. Committee on Records (academic counterpart - Registrar) — a-1, b-3, c-0, d-0, e-0.

XIII. Committee on Overview of Social and Environmental Affairs at Cornell (includes Physical Planning) (academic counterpart-Dean of Students, Director of CURW, Vice President for Planning) — a-3, b-6, c-0, d-0, e-0.

XIV. Committee on Legal and Judicial Matters and Safety and Security (academic counterpart, University Counsel, Director, Safety and Security, Judicial Administrator) — a-2, b-5, c-0, d-0, e-0.

XV. Committee on Minority Group Affairs, membership to be determined later.

The above proposal represents only the tentative outline of a new approach to university administration. We present it now in the hope that subsequent debate will concentrate on the major points, leaving the intricate details to be worked out later by a subcommittee of the Constituent Assembly.

Three areas which need further specification are: a. election of Senate members; b. bill of rights for faculty, students and employees; and c. position of the Medical School within the new University structure.

Latin America Asks UNESCO Support For Cornell Program

Five Latin American governments have jointly asked UNESCO (United Nations Educational, Scientific and Cultural Organization) to support a Cornell-initiated action program in linguistics and language teaching.

Donald F. Sola, associate professor of linguistics in Cornell's Division of Modern Languages, reports that the ministers of education of Colombia, Chile, Bolivia, Paraguay and the Dominican Republic have asked UNESCO to absorb 25 per cent of the 1971-72 budget of the Inter-American Program for Linguistics and Language Teaching. The program was started in 1963 with major leadership coming from the Cornell staff.

The Program was established, Sola said, as a means to coordinate the professional development activities of linguists from all countries of the hemisphere without United States technical or financial domination. Sola feels recognition from UNESCO member governments is testimony to the truly international character of the program.

Final action on the request will take place at the 1970 UNESCO General Conference. UNESCO funds would pay a portion of the cost of a symposium and institute scheduled for Puerto Rico in 1971 and finance regional development projects. Also projected are a symposium and institute in Canada in 1973.

The program, involving 100 linguists from Latin America, the non-Hispanic Caribbean, the United States, and Canada, has sponsored five inter-American symposia; in Colombia, at Indiana University and in Uruguay, Mexico, and Brazil. Coincident with the last three

symposia, the program has offered eight-week graduate training institutes in linguistics and applied linguistics, each of which has been attended by about 200 Latin American and U.S. students and professionals. These institutes offer more than thirty advanced courses, taught in Spanish or Portuguese, and are staffed by fifteen linguists from Latin America, Europe, and the United States.

Sola, who was the program's executive secretary from 1963 to 1966, continues as a member of the executive committee and chairs the finance committee. Other Cornellians have participated in symposia and technical committee work. They include J. Milton Cowan, director of the Division of Modern Languages; Frederick B. Agard, director of graduate studies in linguistics; Joseph E. Grimes, professor of linguistics; Robert A. Hall Jr., professor of linguistics; Donald S. Stark, assistant professor of linguistics; and Eric H. Lenneberg, professor of psychology and neurobiology. Hall also taught at the Uruguay institute.

"U" Space Available

There is a largely unused "U" parking area on campus, according to the University Division of Safety and Security. It is along South Balch Drive between Helen Newman Hall and Noyes Lodge and contains some 20 parking spaces.

Unless the area, which is within easy walking distance of the north end of the Arts Quadrangle, is utilized more it will be redesignated an "O" parking area.

The area had been an "O" area until last year when the Board of Traffic changed it to a "U" area.

Attitude Survey

Continued from Page 9

media fill a need, and fill it uncommonly well.

There is, however, no substitute for flesh and blood, face-to-face, spontaneous communications. These morning and afternoon "Cornell Days" in the field could serve to bring to alumni an authentic feel for the current state of affairs of their University.

To be truly great, an institution needs the interest, the support, the loyalty, of significant proportions of its alumni. Innovations such as the foregoing will be well worth the effort in terms of the belief and understanding of their University engendered in Cornell's graduates.

TRUSTEES

Obviously, trustees will exercise their responsibility with respect to evaluating and approving all such suggestions as the foregoing.

There is one recommendation regarding the trustees themselves.

In some interviews, respondents referred to their lack of familiarity with trustees; as a group, or as individuals. They weren't sure what they did. Their image is that of a rather distant body.

The primary obligation of trustees today would seem to be to clarify their role, and prepare themselves for it in sufficient depth, so that they will be respected by all the University's constituencies, as a body worthy of ultimate trust for a great institution.

In order to do this, some trustees should spend more time on the campus, partly to learn, partly to be known and explain their role. When there is to be a trustee meeting in Ithaca, some of the group can come to Cornell a day early. Maybe two days. The purpose would be to sit in give-and-take sessions with groups made up of faculty, administrators and students. About two trustees to a session.

These sessions would be decidedly informal. They might be called "shirt sleeves sessions". It would probably be wise to have a talented moderator present, but basically the purpose would be to have all learn from each other. Certainly the trustees would learn — from the students and faculty. But these latter would learn too — what a trustee has to cope with, the pressures he has to absorb.

Members of groups like these, getting to see each other act and react as individuals, would be helpful in the direction of more understanding. This kind of communications would result in stronger relationships inside the Cornell Community.

This emphasis on listening was initiated by the Special Trustee Committee. What a fine thing it would be if that action, instead of representing a completed mission, turned out to be the start of a durable new approach.

United Fund Report

The Cornell United Fund total as of Tuesday had passed the \$132,000 mark on its way to Cornell's \$170,000 fund goal.

At the third reporting session Friday, the total had stood at 75 per cent.

Cornell United Fund chairman Richard D. Black and Donald F. Berth report that the 1969 level of giving has been some ten per cent above that of last year.

Four divisions were reported "over the top". They were Division III (Psychology, Geology, Anthropology, Mathematics and Modern Languages), Division V (Olin and Uris Libraries), Division XV (Agronomy, Entomology, Nutrition, Agricultural Economics and Rural Sociology) and Division XVII (Agricultural Engineering, Animal Science, Poultry, Conservation and Food Sciences).

Twenty one teams topped their 1968 totals and several more were within a few dollars.

Final Cornell United Fund statistics will be announced today at the fund breakfast in the Big Red Barn.

Dymek Sets Sticker Check

Cornell's Division of Safety and Security has announced that it will start a thorough check of student parking permits because of several cases of false addresses being used to get A-K parking stickers.

Eugene J. Dymek, director of the division, said the Board on Traffic Control was informed that some students falsely gave addresses more than a mile and a half from the campus to qualify for the A-K parking permits.

Dymek said anyone who gave a false address may return his permit to the Safety and Security office in Barton Hall before October 30 without a fine being assessed. After that date, he said, any student with an illegal parking permit will be fined \$75.

Ombudsman At Straight

A representative of the Office of Ombudsman will be in Room 28, Willard Straight Hall Activities Corridor, Sunday through Thursday, from 7 a.m. to 10 p.m., starting this Sunday.

The Arts This Week

Oct. 23 — Poetry Reading Prose—Cornell Writers, 4 p.m. at Temple of Zeus.

NDR Symphony of Hamburg, conducted by Hans Schmidt-Isserstedt, 8:15 p.m. Bailey Hall (Bailey Hall Concert Series).

Oct. 24—Drummond Studio Production of *Friday's Mailbox*, eight short plays, 4 p.m. Drummond Studio, Lincoln Hall.

Lecture: "Contemporary Japanese Music." Paul Chihara, Visiting Fellow of the Society for the Humanities, 4:30 p.m. Kaufmann Auditorium.

Oct. 24—New Cinema III. Prize-winning international films, featuring Paradjanov's "Wild Horse of Fire," 7:15 and 9:30 p.m. Statler Auditorium.

Cineprobe I: A free program of films primarily by local residents, 4 p.m. on Friday and 2:30 p.m. on Saturday. Statler Auditorium.

Oct. 26 — Luigi Ferdinando Tagliavini, organ, 4 p.m. Bailey Hall.

Oct. 27 — Informal concert of electronic music. Paul Chihara, 4:30 p.m. Barnes Hall.

Storm Over Asia. Second in the series "The Foundations of Russian Cinema," 7:30 p.m. Drummond Studio, Lincoln Hall.

Oct. 28—Quartetto Italiano, 8:15 p.m. Statler Auditorium (Chamber Music Series).

Oct. 29, 30—W.C. Fields in: *Never Give a Sucker An Even Break* at 7:00 and 9:30 p.m. and *The Bank Dick* at 8:15 p.m. only. Statler Auditorium.

Ongoing—A Limited Edition of *Birds in Wood*, Victor Colby, White Museum of Art until Nov. 9.

Works of Kenneth Evett at White Museum of Art until Nov. 2.

Prints of Masuo Ikeda at White Museum of Art until Nov. 9.

Sage Notes

Recently a student who had not notified his Draft Board of a change in his address received a notice that he had been reclassified five weeks after it had been originally mailed. Since the delay exceeded 30 days, the student lost all appeal rights, and an induction notice soon followed.

If you wish to protect your appeal rights, you should be sure that your Draft Board knows your local address.

Straight, Noyes Implement Short Order Dining Changes

Changes in the Noyes Student Center and Willard Straight Hall dining areas will be put into effect next month.

The changes involve a rotation of the items offered daily in the short order areas. Instead of the current wide choice range, fewer menu items will be served each day, increasing the quality of the food and the speed of service

according to Arthur A. Jaeger of the Department of Housing and Dining, who is manager of Willard Straight and Noyes facilities.

The changes at the Straight will go into effect Saturday November 1, while the Noyes changes will become effective November 8.

A discussion of the changes will be held Monday at 8 p.m. in the Willard Straight Ivy Room sponsored by the Straight Issues Committee. Jaeger will be present to answer questions. A similar program will be held at Noyes Center the following week.



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